

DOCUMENT RESUME

ED 308 904

JC 890 339

TITLE The Barriers Project.
INSTITUTION Confederation Coll. of Applied Arts and Technology,
Thunder Bay (Ontario).
PUE DATE 89
NOTE 70p.; Supported by Innovations Canada.
AVAILABLE FROM The Bookstore, Confederation College, P.O. Box 398,
Thunder Bay, Ontario, Canada P7C 4W1 (\$6.00
Canadian). Also available in French.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Access to Education; Community Colleges; *Enrollment
Influences; Experiential Learning; Foreign Countries;
*Part Time Students; *Self Evaluation (Groups);
*Student College Relationship; *Student Recruitment;
Two Year Colleges; Two Year College Students
IDENTIFIERS *Canada

ABSTRACT

In 1987, the Barriers Project was initiated by Confederation College of Applied Arts and Technology to engage 31 selected community colleges in Canada in an organized self-appraisal of institutional barriers to the enrollment of part-time credit students. From the outset, colleges were encouraged to limit their investigation to barriers over which the college had control. By the end of the first six months, it was clear that all of the colleges, regardless of size, location, and mandate, shared common concerns about improving conditions for part-time learners. The most commonly identified issues included the following: (1) the need for colleges to explore alternative times and locations for the delivery of programs; (2) the need to market part-time opportunities within the community; (3) the need to provide part-time students with the same services (e.g., counseling, bookstore, cafeteria, and property maintenance) as full-time students; and (4) the need to develop systems for the assessment of prior learning by offering challenge tests, making credits from other postsecondary institutions transferable, and giving credit for experience. Among the specific barriers to enrollment identified by the colleges, 36% were categorized as operational. Barriers included limited course selections, scheduling problems, unavailability of support services, lack of information and communication, poor marketing and advertising, and inadequate counseling, orientation, and remedial services. Another 15.6% of the barriers related to institutional policy, 11% to attitudes, 9.46% to social conditions, and 7.42% to student finances. The project report includes brief descriptions of the methods and findings of the self-assessments of the 31 colleges and an article, "Prior Learning Assessment in Quebec Colleges," by Robert Isabelle and Francine Landry. (JMC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED308904

THE BARRIERS PROJECT

A Project of
Confederation College

SUPPORTED BY
Innovations Canada

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

B. CURTIS

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

JC 890 339

ce document est disponible en français

TABLE OF CONTENTS

Acknowledgements	
Project Rationale	1
The Project	2
Project Design	3
Project Findings	4
Assessment for Prior Learning	6
College Edouard-Montpetit and Mount Royal College	6-8
To Move Toward Equity	9
Summary and Conclusions	9
References	10

APPENDICES

A. The Participating Colleges — names and addresses	10-12
B. Summary of Barriers	12-16
C. "Prior Learning Assessment in Quebec Colleges" by Robert Isabelle and Francine Landry	16-18
D. Project Advisory Committee	19
E. The Participating Colleges — project briefs	19

ACKNOWLEDGMENTS

The interest and financial support of Innovations Canada made this project possible. It could not have proceeded, however, without the understanding and monetary contribution from the Chief Executive Officers of the thirty-one participating colleges.

The project advisory team members were responsible for the primary focus and design of the work, and assisted throughout the project in modifying the plan and in encouraging project action with participating colleges in each region.

The work in the individual colleges was carried out by teams, committees, or task groups, and members of these groups were vital to the assessment of barriers and to plans for their amelioration.

Bill Conrod of Algonquin College, and members of his staff, ably contributed to the success of the final workshop in Ottawa in October of 1988.

Particular thanks to Charles Bourgeois, of College Edouard-Montpetit who coordinated the Colleges of Quebec efficiently, served on the advisory team actively, and greatly assisted in the preparation of this final report.

Such a project with diverse colleges nationwide involves research, communication, planning and stimulation. Finances and records of all kinds must be in order. My special thanks to Jean Bujold, Project Coordinator and Lillian Comeau, Administrative Assistant, who have each, throughout the life of the project, made such a significant contribution to the project success.

To all who made this work possible, many thanks.

Bert Curtis
Project Director

ERRATA

- page 6 - Assessment for Prior Learning - 4th para. 2nd line
Mr. Robert Isabelle(Conseiller en affaires éducatives,
Fédération des Cégeps)
- page 7 - 2nd para. - 2nd line CEGEPs(collèges d'enseignement général
et professionnel)
- page 12 - Appendix A - Quebec Colleges
Collège de St-Hyacinthe Mr. Serge Cloutier
Cordonnateur de l'éducation
des adultes

Collège Lionel-Groulx
100, rue Duquet
Ste. Thérèse, Québec
J7E 3G5
- page 19 - Appendix D - Advisory Committee - 1st line
Mr. Charles S. Bourgeois
Directeur, Service d'éducation des adultes
- page 50 - Sault College - Administrative Structure - 1st para. - 1st line
satellite campuses north and east
- page 58 - Southern Alberta Institute of Technology - Project Results - Phase II
last para. - 2nd line -- activities leading up to and including

REMOVAL OF BARRIERS TO PART-TIME STUDENTS COMMUNITY COLLEGES RESPOND TO THE LABOUR MARKET CHALLENGE*

RATIONALE

Community Colleges have historically served traditional learners. In the 1990's we will be faced with new challenges. Demographic, economic, and labour force realities are driving colleges to reassess their roles and priorities for provision of the most effective service to adults in the years to come.

The factors which inevitably lead to a greatly increased need for better service to part-time adult clients are many.

A few are listed here:

Demographic

- Birth rate decline in the past is now reflected in fewer youth eligible for college.
- Most of the national workforce for the 1990's and beyond is already employed.
- Many more women and disadvantaged persons will enter employment in years ahead.
- In an aging society only increased productivity can sustain a reasonable social status for the elderly.

Economic

- Worldwide competition demands both improved productivity in Canada and much more innovative economic strategies.
- Reliance on natural resources alone must be replaced by improved processing of raw materials for both internal and external consumption.

Labour Force

- There is, and will be, intense competition for highly skilled workers.
- A major portion of the present workforce must be "reskilled" — perhaps several times.
- There will be fewer new entrants to the workforce but they will need higher and different skills than at any time in the past.
- Jobs requiring few skills are rapidly disappearing.
- Sharpest growth is in knowledge-intensive services.
- Industrial restructuring, displacement of workers, is becoming the norm rather than the exception.

All of these factors emphasize the need for increased flexibility from workers, employers, educators, and governments. Most of the college education required to meet these challenges will have to be part-time since few of these adult students will have the option of full-time attendance.

Lifelong learning has required attention at the forefront of the educational agenda for a number of years; however, success with full-time clients has blinded decision-makers from full acceptance of the needs of part-time clients. An excellent early warning about public and institutional apathy toward part-time learners was given us in 1930.

The college graduate of today seems to consider that the active, energetic, hard use of his brain in learning is suitable only for the years of his undergraduate life. But that is what his father thought about the active, energetic, hard use of his body. The analogy is almost amusingly complete. The scorn of the present physically active man of forty for people of his age who have allowed themselves to grow fat and sluggish and soft is exactly what we all hope may be the scorn of the man of forty in the future for people of his age who let their brains become fat and sluggish and soft. (Fisher, 1930, p.13).

Another early warning of a more general nature was given us in 1954. This thought provoking statement has not changed government, college or other educational views to any marked extent but its import is increasingly evident. While one might quibble that the case argued here was overstated, it is useful to remember that early advocates expressing concern over environmental issues or status of women issues were also forced to "overstate" their cases. Now that we know these "overstatements" were probably "understatements" in terms of reality, we may begin to think differently about the past concentration of educational effort on youth alone.

When H.G. Wells made the startling statement that the world must choose between education and catastrophe, the general assumption was that he was talking of the education of children. But the children are not running the world of affairs, either locally or nationally. It is not the education of children that will save the world from destruction; it is the education of adults.

* Called "Barriers Project" in this report

It is the adult who must be released from his prejudice, his narrow customs. His nature, outlook and habits must be broadened and ennobled until they attain to a civilized citizenship. This, and this alone, is the concern of the state in education. (Smith, 1954).

Now, as with the environmental cause, forces of reality demand a more realistic consideration of the learning needs of adults. Part-time adult learners have been increasing in importance in the Canadian community college system for some time. In 1983, one in every five Canadians 17 years of age and older took at least one adult education course. The majority of participants were women (56%) between the ages of 25-35 (Statistics Canada, 1985). Although part-time learners have become a major part of the postsecondary environment, they still exist within an environment organizationally structured to suit full-time day students. If Canada is to succeed in a rapidly changing world (socially, economically and politically) it is vital that we respond more effectively to the ongoing need for continuing education. To do so, a number of changes at the institutional level must take place. Dr. Paul Gallagher has outlined some of the required changes in his address "Restarting A Revolution".

It should mean a greater emphasis on support services for students who are also busy parents and workers — (services such as child care, financial advice, and off-hours counselling). A reassessment of how and when and where classes and shops are scheduled would be part of the ongoing planning at the college administrative level. Non-conventional students should be able to study in facilities designed for responsible, mature adults instead of, at least in some cases, facilities that have been used and abused for the previous eight hours by less mature students — without even a quick clean up between the different users.

But more than anything else, bringing non-conventional students to centre stage would mean that a new emphasis be placed on helping instructors, coaches and mentors to refine their skills of assisting adult learning, and on the recognition of the different priorities of more mature learner. All of us need to become better adult educators. (Gallagher, 1988).

The question at hand is a serious one. Will postsecondary colleges be able to change institutional attitudes and behaviors quickly enough to respond to the economic and labour force needs of the 1990's and beyond? Must College pressures build to danger levels now apparent in the greenhouse effect, acid rain damage and other obvious environmental evils before any significant action is taken?

The Project

The Barriers Project arose from consideration of the import of two paragraphs. The truths they contained were obvious but too general to stimulate action in and of themselves. The two paragraphs are:

The practices and structures of institutions which are part of the adult education system often inhibit the participation of learners. Accessibility may be reduced by the scheduling of programs and courses, the location of the learning opportunities offered, and procedural red tape. These problems typically occur within universities, colleges, and particularly affect adults who pursue learning on a part-time basis.

Discrimination against part-time students flies in the face of evidence that this form of learning is the wave of the future. In addition, part-time students have been found to constitute a more representative cross-section of the community than full-time students. *emphasis added.

(National Advisory Panel on Skills Development Leave, 1985).

Reflection led to the obvious question: What can colleges do about the barriers? With some 140 colleges and institutes in Canada, each showing a great diversity of provincial and regional patterns, how would one start?

It was assumed that a pan-Canadian sample of colleges could be interested in an action oriented self-appraisal which might well indicate a route for other interested colleges to follow.

A proposal for project funding was made by Confederation College to Innovations Canada on November 19, 1985, revised twice and approved in August of 1986. A first proviso in securing the project funding was for twenty or more colleges to show evidence of their interest by contributing \$1,000 to the project. Chief Executive Officers in each province and territory were invited to have their college participate. By early 1987, 31 colleges had agreed to participate in the self-appraisal project. An advisory group was convened to give general direction and assistance to the project.

Acknowledging that the diversity of colleges and the variety of college mandates mitigated against a scientifically-controlled operation, uniformity of either procedure or response was not the objective.

The project objectives were straightforward:

1. To engage the management of the 31 selected colleges in an organized appraisal of **institutional** barriers to part-time credit students in their college.
2. To work with these managers (and their teams or task forces) to document policy and procedural barriers they have found. To encourage action to remove such barriers and to report progress.
3. To convene a project workshop for sharing the results of 1 and 2.
4. To publish a report of the collected findings including proposals for solutions.

Every reasonable effort would be made following publication, to encourage other colleges to improve all aspects of educational service to part-time learners.

Basic Assumptions of the Proposal:

1. Real barriers exist and many of them are within the power of the institution to remove or ameliorate.
2. The prime barrier is that most colleges have flourished primarily through doing business with full-time students.
3. Major shifts in attitude required to position the college to improve service to part-time students as we approach a new century will be difficult to achieve.
4. Forces which necessitate such a change in attitude and operation are becoming increasingly apparent in the society at large; government policy changes and institutional changes in both attitude and procedures are slower to come about.
5. Because significant change in attitude and behaviour is required, each college must approach this need for change in its own way.

PROJECT DESIGN

On February 5 and 6, 1987, a small Advisory Committee (Appendix D) convened in Ottawa to launch the project. It became obvious very quickly that individual colleges would have to work through the "self-appraisal" each in its own way. Each college would decide upon its particular area(s) of focus as well as the size and scope of the process.

Colleges were encouraged to begin their institutional appraisal by:

1. reviewing the basic project proposal
2. deciding who in the college would perform the appraisal
3. defining part-time **credit** learner
4. establishing the sequence in which various stages of the project would be completed.

As outlined in project correspondence, changes in either policy, procedure or service delivery, etc., would need to be observed in some appropriate manner. Colleges could choose to perform the appraisal by using a number of methods such as: focus groups, interviews, questionnaires, surveys, etc. Colleges were asked to record the methods used in the process so that those colleges **not involved in the project** might learn from the experience.

To assist the colleges in the initial stage of the appraisal, a package of support material was sent to each working group.

Included in the information were the following items:

1. the general focus of the project
2. a glossary of broad barrier categories
3. an inventory chart for classifying program barriers
4. the role of the central coordinating team (Director, Project Coordinator, Administrative Assistant, Advisory Committee)
5. an index of the 31 college contacts, addresses, etc. (**Appendix A**).

Colleges were advised that project staff representatives (Director and Coordinator) would be visiting each college once, and in some cases twice, to monitor progress and stimulate action when necessary. It was felt that a continuous exchange of support material between the central office and the colleges would also encourage colleges to take action.

The Advisory Committee members met a total of five times during the project to review college progress and modify project processes. They also assisted with the design of the project workshop—to provide opportunity for sharing project experience and common concerns amongst the 31 participating colleges.

PROJECT FINDINGS

Much has been written about the identification of "barriers" to part-time learning. Patricia Cross in her book **Adults As Learners** (1981) speaks of the barriers as falling into three categories: situational, institutional and dispositional.

Situational barriers are those arising from one's situation in life at a given time.

Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities — inconvenient schedules or locations, full time fees for part-time study, inappropriate courses of study, and so forth.

Dispositional barriers are those related to attitudes and self-perceptions about oneself as a learner (p. 98).

The barriers do not necessarily have to be limited to one category; for instance, Cross suggests that the barrier "lack of information" is one which could be found in any one of the three categories.

Lack of information could be an institutional barrier if one assumes that institutions should assume responsibility for making their offerings known; it could be a situational barrier if one assumes that residents of low-cost housing developments rarely receive information about adult education courses, or a dispositional barrier under the assumption that adults who are not favourably disposed toward learning will make little effort to inform themselves about opportunities (p. 100).

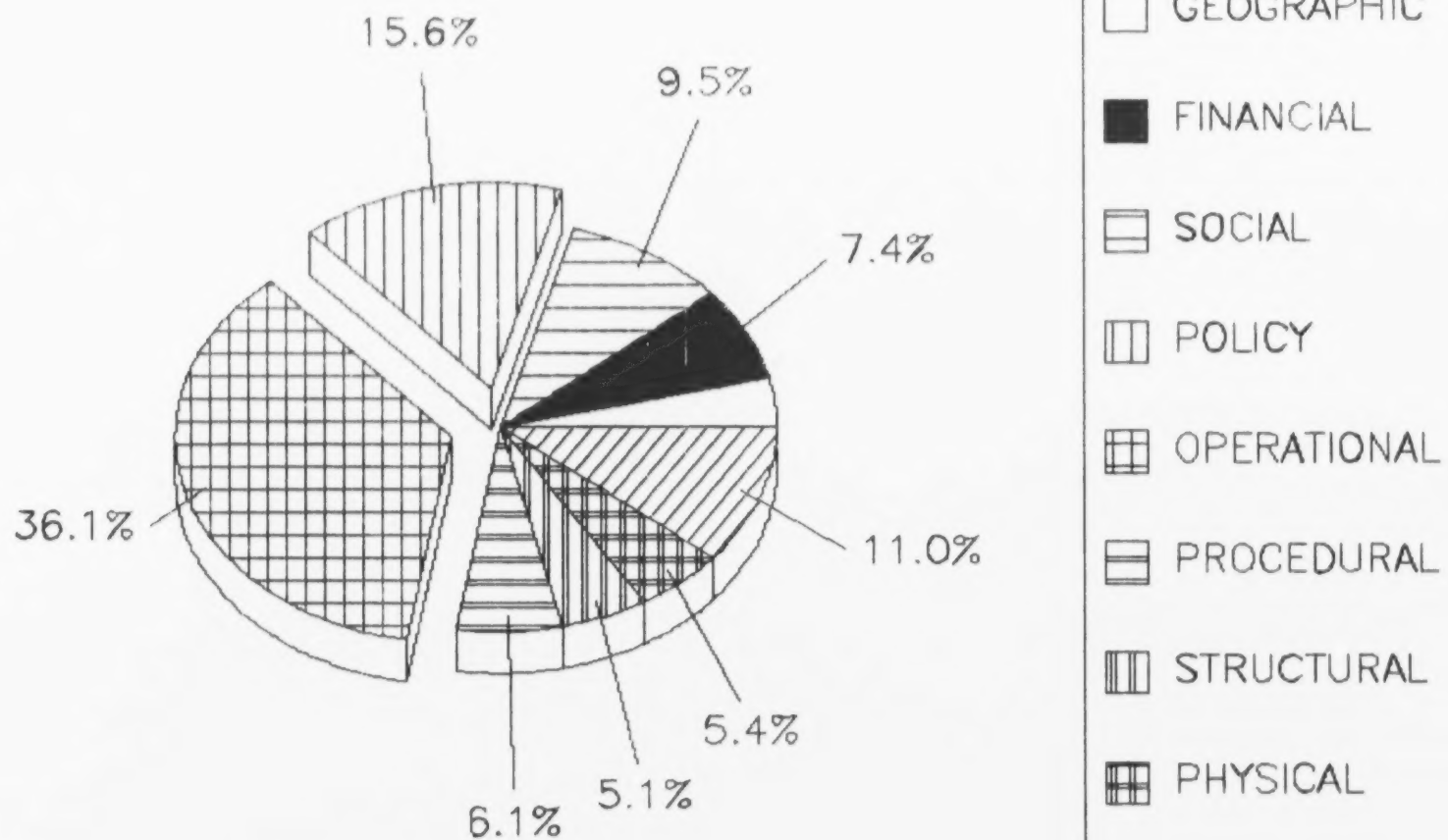
From the outset of the project, colleges were encouraged to limit their identification of barriers to those over which the institution had control. Since a number of colleges reported on some "external" factors affecting part-time learning opportunities and services, these are included in the report as well. Appendix (B) represents a summary of the reported barriers in their respective categories: Geographic, financial, social, policy, operational, procedural, structural, physical, and attitudinal. The categories were chosen arbitrarily; some colleges would find the categories appropriate, others would not. Colleges could choose to define categories which would best suit their individual needs.

A similarity in the types of barriers was reported very early on in the project. By the end of the first six months (July, 1987) it was clear that all of the colleges, regardless of their size, their location, their mandate, etc., shared common concerns about improved conditions for part-time learners. The issues most frequently identified by the colleges as affecting part-time learners were:

1. The need for colleges to explore alternate times and location for the delivery of programs.
2. The need to identify part-time learning opportunities as a responsibility of the entire college.
3. The need to market part-time opportunities effectively within the community.
4. The need to provide the same services for part-time students as already provided for full-time students.
 - a) counselling
 - b) bookstore
 - c) cafeteria
 - d) property maintenance, etc.
5. The need to develop systems for the assessment of prior learning accomplishments; and for example, by
 - a) offering challenge tests
 - b) making credits from other postsecondary institutions transferable
 - c) giving credit for experience

Approximately thirty-six percent of the barriers fell into the category we termed "operational". An additional fifteen percent related directly to institutional policies. Both categories can in fact be singled out as ones to which colleges can make appropriate and effective change.

BARRIER CATEGORIES PERCENT OF TOTAL BARRIERS REPORTED



BARRIERS TO PART-TIME LEARNERS DISTRIBUTION OF BARRIERS BY CATEGORY

CATEGORY	FREQUENCY	PERCENT OF TOTAL BARRIERS REPORTED	AVERAGE NUMBER OF OCCURRENCES/ COLLEGE
GEOGRAPHIC	15	3.84	0.58
FINANCIAL	29	7.42	1.12
SOCIAL	37	9.46	1.42
POLICY	61	15.60	2.35
OPERATIONAL	141	36.06	5.42
PROCEDURAL	24	6.14	0.92
STRUCTURAL	20	5.12	0.77
PHYSICAL	21	5.37	0.81
ATTITUDINAL	43	11.00	1.65
TOTAL	391	100	15.04

NO. OF COLLEGES 26.00*

- * The barriers were tabulated prior to the October workshop in 1988.
Only twenty-six reports were available at that time.

ASSESSMENT FOR PRIOR LEARNING

As the project developed, it became obvious that formal recognition of prior learning will become increasingly important to the part-time student in the 1990's. Colleges will need to have systems in place to assess learning that has taken place outside the classroom; for example, on the job, in the home, etc.

Most colleges reported leaving the assessment of prior learning for credit in the hands of each dean, chairperson or departmental manager. In some instances, colleges reported ruling out any possibility for recognizing credit other than that achieved in the institution itself.

In 1985, with financial support from Employment and Immigration Canada and the government of Quebec, the Federation of Quebec Colleges instituted a process for assessment which was fair to the applicant and rigorous enough to protect academic standards in the institution. Since 1985/86, no less than 44 college training establishments have undertaken Prior Learning Assessment projects in Quebec.

Noting the expressed interest in this subject area, the Project Advisory Committee decided to devote some time to the subject at the national workshop held in October 1988. Mr. Robert Isabelle (Counselor en affaires éducatives, Federation des Cégeps) and a competent panel of educators familiar with the implementation of Prior Learning Assessment projects in Quebec, presented an overview of the project and its progress.

Notes about the Prior Learning Assessment project in Quebec are included in this report as APPENDIX C.

COLLEGE EDOUARD-MONTPETIT AND MOUNT ROYAL COLLEGE

In reviewing the thirty-one reports, we discovered that some colleges enjoyed greater success in their work than did others. The purpose of this section is to focus on two approaches that seemed to have worked out particularly well for the colleges concerned. This more detailed account may prove to be of some use to the many institutions not originally involved in the project, but wishing to design a method for identifying and eliminating institutional barriers to part-time learning at some point in the future. It should be noted, however, that we are not offering sure-fire recipes that one should follow diligently in order to get results; these two case-studies can do little more than provide some useful guidelines for carrying out such an institutional self-study.

The two colleges that we have selected are Collège Edouard-Montpetit (Longueuil, Quebec) and Mount Royal College (Calgary, Alberta). Although they are both publicly-funded community colleges located in major metropolitan areas of Canada, they differ considerably not only in terms of administrative structure, but in overall mission as well. These differences were visible in the approaches they adopted for this study. Nevertheless, both institutions went about their work in a manner which produced important and, it is expected, lasting results.

Collège Edouard-Montpetit (CEM) was one of the original CEGEPs (**collèges d'enseignement general et professionnel**) created by the Province of Quebec in 1968. It provides a variety of pre-university and technical training programmes to 6,100 full-time day students enrolled in its two campuses. In addition, the college offers a variety of other educational services through its Sports Centre, its Department of Student Services, and its Centre for Continuing Education. The latter, which was the focus of the Barriers Project at CEM, offers credit courses to approximately 5,000 adults enrolled in its two main campuses and non-credit, customized training in a variety of settings to some 4,050 workers.

When CEM embarked on the Barriers Study, the Director General (President) and his management committee, sensing the critical role that adult and continuing education would eventually play in the College's future, decided that the project would become an institutional undertaking. A coordinating committee consisting of all college directors (vice-presidents) as well as all middle-management cadres immediately involved with adult students was struck and given the necessary resources to conduct the study. This committee was to supervise the actual investigation, receive the report, and recommend to the Director General changes in the College's approach to part-time learners.

A researcher was hired and he embarked on a study focusing on the adult learner, since, given government funding which divides the student body into full-time day and part-time adult, the only part-time learner is the adult enrolled in the CEGEP's Centre of Continuing Education (CCE). His analysis was based on two types of data-gathering methods: one quantitative, the other qualitative. The former consisted of a questionnaire study that had been undertaken prior to the Barriers Project in 1986 and that had looked at student awareness of and satisfaction with the various services offered to the adult learner. The latter revolved around a series of focus-groups which were designed to yield an in-depth look into the perceptions of students, faculty, support staff, and administrative staff with regard to the lot of the part-time learner at CEM.

In September 1988, a final report was submitted analyzing all of the data collected by the researcher. It contained thirty-two recommendations touching nearly every facet of the educational experience of the part-time learner. Basing itself on these findings and conclusions, the coordinating committee then went on to submit its own report to the Director General proposing twenty-one fairly concrete steps leading to the elimination of what were perceived to be major stumbling blocks for part-time study.

The final recommendations covered such issues as the following:

1. the CCE's inadequate reception area;
2. the two and three month waiting periods for counselling and orientation services;
3. the need to place more emphasis on the needs of certain groups in Quebec Society, particularly those of women wishing to re-enter the job market;
4. the establishment of clearer criteria for hiring of faculty for adult courses;
5. the offering of courses in andragogy, via the College's professional development services, to day-time faculty wishing to teach adult courses;
6. the providing of adequate back-up services to faculty;
7. the development of distance-training tools in order to permit off-campus study;
8. the development of programmes enabling the adult learner to gain greater mastery of language and other basic learning tools;
9. the use of off-campus and telephone strategies for registering adult students; and
10. the creation of an advisory board made up of students, teachers, administrators, and employers to review the curriculum annually.

CEM has already begun to implement some of the changes. Having identified some rather obvious problems that could be easily solved without involving major expenditure, the CEM initiated certain measures even before the final report was submitted. Other issues will require more time, effort and money; however, given that the Barriers Project was an undertaking involving the entire institution, it is highly likely that the adult student's learning experience will improve dramatically as a result of this study.

Mount Royal College (MRC) was founded in 1911 under the aegis of the Methodist Church. In 1966, it began to operate as a public institution under the Colleges Act and the Department of Advanced Education Acts of the Province of Alberta. The College offers the following:

1. Academic credit programs in the first two years of postsecondary education;
2. One- and two-year career credit programs, including specialized post-basic programs;
3. Vocational and training programmes and services which meet community employment needs;
4. Community services and credit-free courses which satisfy Alberta university entrance requirements; and
5. Preparatory courses and services designed to assist students in meeting the requirements of College programmes.

In 1987-88, MRC served more than 6,100 part-time credit and 21,000 credit-free students compared to 6,700 full-time students. In order to deal more adequately with this large number of part-time students, MRC established within the Faculty of Continuing Education and Extension, an Office of Credit Extension and Part-Time Studies. This was done in 1985.

The creation of the Office of Credit Extension and Part-Time Studies is worth noting because, as mentioned earlier in the case of CEM, institutional support of the Barriers Project is a critical variable. The creation of this special office for part-time learners at MRC demonstrates a College-wide concern for the kinds of issues addressed in the project as well as support for the type of effort required to successfully identify and eliminate institutional barriers to part-time learning.

In order to identify barriers, MRC established a coordinating committee consisting of the Director and the Programme Assistant of Credit Extension and Part-Time Studies, the Manager of Operations Research in the Institutional Analysis and Planning Department, and an instructor from the Department of Nursing and Applied Health. A broadly-based advisory committee was also involved in the project.

Drawing heavily on published research and most notably on the work of Patricia Cross, the coordinating committee identified a large number of obstacles faced by MRC part-time students, but it was felt that **the lack of information** was the most fundamental of all and was probably at the root of the other barriers mentioned in the literature. In an attempt to investigate the issue further, a telephone survey was conducted among 254 randomly selected part-time students having been enrolled at MRC for a maximum of two semesters. Data from this survey confirmed previous conclusions and led to some of the following measures:

1. Timely and accurate information was made available for continuing and potential part-time students through the newsletter, *The Part-Timer*;
2. Academic advising was to become available by telephone for part-time students;
3. Many new services became available for part-time students in the evenings and on the weekends;
4. Financial support for part-time students was expanded through new scholarships;
5. Orientation sessions for new part-time students were established and advertised;
6. Policies and procedures were modified to meet the needs of part-time learners;
7. Classes reserved for part-timers were scheduled at the most convenient times;
8. Orientation for new part-time instructors was offered at the beginning of each semester;
9. Counselling and learning-skills assistance were made available at convenient times;
10. Programmes for part-time study were packaged and advertised to potential students;
11. Shorter, more directed certificate programmes were being considered.

MRC was able to implement these measures early enough in the study in order to evaluate, at least partially, some of the results. It would appear that these efforts will have a lasting effect on how teaching of part-time students will be done in the future.

Both of these institutions seem to have experienced success in identifying and eliminating or, at least, beginning to eliminate barriers to part-time learning. Other colleges participating in this study have also made considerable progress; but our overall impression upon reading the different reports is that colleges, such as CEM and MRC, that were able to undertake this project either with explicit institutional support or within an environment in which these issues were perceived as being critical, moved ahead even further in their endeavour. In neither of these two cases was the project **solely** that of the Academic Sector or of Continuing Education; it was a college project. There is no question that CEM and MRC employed fairly sophisticated research methods in identifying issues; but since many of the barriers to part-time learning can only be eliminated through a re-thinking of institutional goals and priorities, elaborate research designs cannot substitute for strong college-wide support.

TO MOVE TOWARD EQUITY

The Barriers Project was established to create in the participating colleges, a higher level of awareness for the need to move toward equity of learning opportunities. The long-term goal of every college should be to eliminate distinctions in categories of learners. When prospective learners present themselves, equity of service is a reasonable aim.

Colleges often maintain differences in service which reflect negatively on learners unable to attend full-time. There is no indicator that government financial support will be available to facilitate the necessary changes; colleges will need to be innovative and realistic in their individual approaches to effect change.

No single method or plan will work for every college as distinct changes in attitude are not easy to bring about. This project has established however, that some actions are more likely to promote success than are others:

1. A major key to success is depth of support from the leaders of the institution. Governing councils, chief executive officers, deans and directors must be actively committed to the process if such a project is to succeed. If an institution is to change its pervasive attitudes, the entire institution must be involved.
2. Start now. Much has already been studied, written, and achieved in Canada and in the United States. The work entitled **Improving Institutional Service to Adult Learners** (William H. Warren, 1986) will save time and help give you direction. Colleges from this Barriers Project will share their methods and information with you.
3. Be practical and patient. Established attitudes and practices do not change readily. When benefit to both individual employers and to institutional groups can be shown, success will be met.
4. Find your barriers from **students**. Make contact with present students, past students, students who found the barriers so great they failed to return, and, where possible, potential students who perceive the barriers in such a way they simply do not turn up.
5. Keep political leaders informed of what you are attempting to do. Gain their interest and support. Information overload is a chief hazard to political leaders; information should be concise and complete in order to be effective.
6. Act promptly on those barriers which are easy to remove. Each college has operational barriers which can be eliminated at no cost at all. Success with removing easy barriers will help others to see progress achieved and may lead to a more concentrated effort on removing the difficult ones.

SUMMARY AND CONCLUSIONS

This self-study has shown decisively that a major percentage of perceived barriers (62.9%) involve factors over which colleges or college systems have control. Given these 31 colleges are a representative sample of the variety of colleges in Canada, it is fair to assume that similar barriers exist in every Canadian college.

With employment patterns changing and with social and economic factors requiring new perspectives, it can be argued that self-preservation demands that colleges examine their structures and functions related to part-time learning opportunities. Colleges in Canada have had success in presenting flexible and responsive programs designed to meet the needs and aspirations of full-time learners; it is now time to give the same consideration to part-time learners.

Obvious inequities have been reflected by governments in terms of grants, loans, and credit in funding formulae. Collective Agreements reached with faculty have, in many cases, established workload rigidities which render good service to part-time learners difficult. Structural divisions within colleges themselves act as barriers when student needs are addressed as either strictly a continuing education responsibility or a full-time program responsibility. Many opportunities are lost when every division in the college is not afforded participation in the planning processes affecting the learner.

Closer liaison between colleges and the business and industrial community may help those who can only attend part-time. Business and labour unions in Canada need to accelerate their moves toward paid educational leave. To date, most leaves relate to full time off for specific periods. Paid educational part-time leave may benefit workers whose job skills need upgrading or whose jobs are threatened by closure. Retraining need not wait for unemployment - it must be a continuing process.

The thirty-one colleges in the project have undertaken in their own terms, serious self-assessment of the barriers they present to part-time students. They have recognized that the future effectiveness of their college is greatly enhanced when a better deal for those who attend part time becomes the norm rather than the exception.

REFERENCES

1. Fisher, Dorothy Canfield. **Learn or Perish.**
New York, Liveright, 1930.
2. Smith, Helen Lyman. **Adult Education Activities in Public Libraries.**
Chicago, American Library Association, 1954.
3. Canada. Minister of Supply and Services Canada.
One in Every Five A Survey of Adult Education in Canada.
Ottawa: Statistics Canada, 1985.
4. Gallagher, Paul. **Restarting A Revolution.**
Barriers Workshop, Ottawa, 1988. (unpublished)
5. Canada. Minister of Supply and Services Canada.
Learning for Life. Overcoming the Separation of Work and Learning.
Ottawa: National Advisory Panel in Skill Development Leave, 1985.
6. Cross, L. Patricia. **Adults As Learners.**
London, Jossey - Bass, 1981.

Appendix A PARTICIPATING COLLEGES

COLLEGE NAME AND ADDRESS

CONTACT PERSON

Algonquin College
1385 Woodroffe Avenue
Nepean, ON
K2G 1V8

Ms. M. Elizabeth Ada, Consultant
Curriculum and Program Development

Cabot Institute of Applied Arts and Technology
P.O. Box 1693
P.O. Box 1693
St. John's, NF
A1C 5P7

Ms. Cheryl Brown
Coordinator, Continuing Education

Cambrian College
1400 Barrydowne
Sudbury, ON
P3A 3V8

Ms. Sonia DelMissier, Dean
Academic Support Programs

Centennial College of Applied Arts and Technology
P.O. Box 631, Station A
Toronto, ON
M1K 5E9

Mr. David Drake, Associate Dean
Part-Time Studies

Confederation College
P.O. Box 398
Thunder Bay, ON
P7C 4W1

Mr. Jim Dunstan
Manager, Community Programs

Douglas College
P.O. Box 2503
New Westminster, B.C.
V3L 5B2

Mr. Al Atkinson
Educational & Student Services Division

Fanshawe College
P.O. Box 4005
London, ON
N5W 5H1

Mr. David Grimes, Dean
School of Continuing Education

Georgian College
1 Georgian Drive
Barrie, ON
L4M 3X9

Ms. Hilary Elliott
Chairman, Institutional Development

Holland College
140 Weymouth Street
Charlottetown, P.E.I.
C1A 4Z1

Mr. J. Gerard Gauthier, Director
Administrative Support Division
Ms. Dorothy Hicks, Registrar

Lethbridge Community College
3000 College Drive South
Lethbridge, AB
T1K 1L6

Dr. W. Dale Heyland,
Director, Continuing Education
Mr. Doug Scotney, Associate Director

Mohawk College
P.O. Box 2034
Hamilton, ON
L8N 3T2

Mount Royal College
4825 Richard Road S.W.
Calgary, AB
T3E 6K6

New Brunswick Community College
Deputy Minister
Department of Advanced Education & Training
P.O. Box 6000
Fredericton, NB
E3B 5H1

Red River Community College
2055 Notre Dame Avenue
Winnipeg, MB
R3H 0J9

Saint Lawrence College Saint-Laurent
2288 Parkdale
Brockville, ON
K7V 5X3

Sault College
443 Northern Avenue
Sault Ste. Marie, ON
P6A 5L3

Southern Alberta Institute of Technology
1301 - 16th Avenue N.W.
Calgary, AB
T2M 0L4

Seneca College
1750 Finch Avenue East
North York, ON
M2J 2X5

University College of Cape Breton
P.O. Box 5300
Sydney, NS
B1P 6L2

Vancouver Community College
1155 East Broadway
Box 24700, Station C
Vancouver, B.C.
V5T 4N4

Yukon College
1000 Lewis Blvd.
Y1A 3H9

Mr. David Dean, Dean
Faculty of Part-Time Studies

Ms. Sharon Gibb
Credit Extension & Part-Time Studies

Mr. André Ferlatte, Director
Program Coordination & Apprenticeship Training

Mr. Bob Galuch
Vice-President, College Development
& Extension Services

Mr. Bill Cruden, President

Mr. Blane M. Harvey, Chairman
Continuing Education/Industrial Liaison

Mr. W. G. Johnson, President

Ms. Diane Osberg, Manager, Continuing Education

Dr. G. A. Tilly, Dean
Continuing Education Division

Dean Robert G. Rudderham
Dean of Technology and Trades Faculty

Dr. Paul Gallagher, President

Ms. Dilys Kluthe
Coordinator, Continuing Education
Dr. John Casey

QUEBEC COLLEGES

COLLEGE NAME AND ADDRESS

Champlain Regional College
900 Riverside Drive
St. Lambert, Québec
J4P 3P2

Collège André-Laurendeau
1111, rue Lapierre
LaSalle (Québec)
H8N 2J4

Collège de Jonquière
2505, rue St-Hubert
Jonquière, Québec
G7X 7W2

CONTACT PERSON

Ms. Dorothy Smith
Co-ordinator, Continuing Education

Mr. Germain Godbout, Directeur général

Ms. Renelle Riverin
Conseillère Pédagogique

Collège de L'Outaouais
333, boulevard Cité Des Jeunes
C. P. 5220
Hull (Québec)
J8X 6M5

Collège de Limoilou
1300, 8ème Avenue
Québec
G1K 7H3

Collège de St-Hyacinthe
3000, rue Boullé
St-Hyacinthe, Québec
G4R 5B7

Collège de Saint-Laurent
625 boulevard Sainte-Croix
Ville Saint-Laurent, Québec
H4L 3X7

Collège de Sept-Iles
175, rue de la Vérendrye
Sept-Iles, Québec
G4R 5B7

Collège Edouard-Montpetit
945, chemin de Chambly
Longueuil, Québec
J4H 3M6

Collège Lionel-Groulx
100, rue Dequet
Ste. Thérèse, Québec
J7E 3G5

Mr. Yvon Courchesne, Coordonnateur,
Adjoint Education des adultes

Mr. Louis Drouin, Coordonnateur de
l'éducation des adultes

Mr. Serge Cloutier
Coordonnateur de
l'éducation des adultes

Mr. Guy Velleman
Conseillère Pédagogique

Mr. Carol Lavoie, Coordonnateur,
Service de l'éducation aux adultes

Mr. Charles S. Bourgeois, Directeur,
Service de l'éducation des adultes

Mr. Jean-Denis Asselin
D.S.E.-Adjoint Education des adultes

Appendix B

SUMMARY OF BARRIERS

GEOGRAPHIC

Travel Distance - Distance to campus is too great to justify enrolling in courses.

Transportation Systems - Part-time learners report that it is difficult or impossible for them to reach the campus by bus or other means of mass transit.

Distance Education - Many courses are not available in non-traditional delivery modes.

Support Services in Satellite Campuses - Support services (availability of teachers, academic advising, career counselling, resource materials, child care, etc.) are not always available in satellite campuses.

FINANCIAL

Fees - Fiscal arrangements and priorities are not reviewed to identify true cost of programs and services for adult learners.

Per credit fees or tuition for part-time students are higher than comparable fees and tuition for full-time students in the absence of evidence that it costs more to enroll and instruct part-time students.

Non-credit courses/programs must be entirely self-supporting or mostly self-supporting.

Inequitable funding for education of part-time students presents colleges from providing same range and quality of services available to full-time students.

Financial Aid - Very few "in house" scholarships are available to part-time students.

Some provincial funding policies do not address funding for special needs students who wish to pursue part-time learning.

Student financial assistance (external) provides greater assistance to full-time students.

Family responsibilities and other circumstances typical in the life of a part-time student are not taken into account in criteria applying to the financial assistance program.

Cost of Developing Individualized Learning Materials - (i.e. distance education and other modes of delivery) as an "up-front" administrative budget item is very expensive.

Use/Allocation of Institutional Funds - The historical situation in most colleges is such that grants have been received on the basis of full-time attendance. Colleges recognize the importance of part-time attendance, however, there is still the tendency to allocate funds directly to full-time programming.

Day Care Costs - Many colleges do not have existing facilities; implementing day and evening services is often not a budget priority. In some instances, funding mechanism may not allow colleges to use operating grant funds to subsidize day care service.

SOCIAL

Cultural Differences - Unique regional and cultural educational content not developed or available. In some communities, non-natives are supplying educational programs to predominantly native communities.

Family Support - Many returning students find they do not have adequate family support when returning to school. To avoid family confrontation and family disruption, many individuals do not complete programs.

Day Care Facilities - Lack of day care facilities for single parents and parents without support from family and friends. Individuals who need day care service have difficulty ever becoming students without adequate service.

Economic Changes - Declining employment opportunities in primary resource and related industrial sectors and disruptions to stable employment patterns also disrupt long term strategic plans, forcing colleges to be 'reactive' instead of 'proactive'.

Special Groups Issues - (native, immigrant, women, disabled, language). Lack of comprehensive offerings in preferred/required language i.e. French.

Part-Time Student Association - Part-time students are either not represented in student government association at large or have no separate association of their own.

Student government structures and functions have not been reviewed and altered to accommodate the interests and needs of the part-time student.

Fear of Formal, Institutional Setting - Apprehension regarding re-entering the classroom after many years of absence. Fear of "fitting in".

Heterogeneous Population - Part-time student population is very heterogeneous in terms of culture, ethnicity, age, educational background and experience thus making it difficult for instructors to find an appropriate common denominator.

Time Requirements - Sometimes there is no allowance made for part-time student. (i.e. to complete assignments). Time to complete diploma discourages students from continuing on a part-time basis.

Unemployment - For some students returning to school means a loss of economic autonomy, particularly for women.

POLICY

Availability of Part-Time Places - Part-time students often have difficulty getting into desired courses due to quotas and funding. Some programs can only be run in locations where minimum section sizes can be maintained.

Full-Time Requirement for Diploma - Students must attend on a full-time basis to meet the diploma requirements.

Allocation of Financial and Human Resources - Policies to support needs identification do not take place for part-time learners in several areas:

business industry agencies agriculture, etc.

Marketing - Limited strategic marketing plan for the college with respect to marketing part-time offerings and opportunities.

No advisory committee to assist with part-time learner recruitment.

Colleges are 'reactive' instead of being 'proactive' in promoting the future of the community.

Portability of Credit - Credits are not always transferable between programs within the college itself or from other accredited colleges or academic institutions.

Credit for Prior Learning - Rigid or no policy concerning the awarding of academic credit for prior educational or life experience.

Admission Requirements - Admission requirements are the same for all categories of learners.

Unclear Mandate for Role of Part-Time Education in Institution - The college's mission statement is not explicit regarding its orientation to part-time learners.

The mission statement implies an adult/part-time learner education which is peripheral rather than integral.

Part-time education is not specifically referred to in the college mission statement.

Awards/Certificate - College does not support granting (internally) certificates or awards for partial completion of diploma.

Pre-Co-Requisites - Pre and co-requisites for some courses limit course choices for part-time students.

OPERATIONAL

Course Selection - Limited course selection available to complete diploma programs; not all required courses can be offered each semester to suit individual needs due to limited number of participants.

Scheduling - Classes are not always scheduled at times convenient to part-time students (day, evening, weekend).

A person must attend at least some classes on-campus during weekday daylight hours in order to complete a program.

Availability of Support Services - (Academic advising, cafeteria services, childcare, career counselling, personal counselling, computer services, bookstore, etc.) are not normally available outside of the weekday and daytime hours.

Part-time teachers do not have the same level of support available to them as do full-time teachers.

Information and Communication - Part-time students are not always aware of the programs available to them, especially the ones specifically designed for part-time attendance.

Information about course content is not comprehensive enough.

Lack of information for college decision makers related to part-time learning.

Insufficient publications, sources of information for inquiring student or potential students.

Accurate and consistent information regarding courses, programs, funding, policies, etc. is not always communicated throughout the college.

Part-time instructors are not always aware of the policies and procedures of the college, or in general, information about the college particularly if they do not teach during the day.

Marketing and Advertising - Program brochure photos depict students as being young.

Presently enrolled part-time students are not consulted as part of the strategic plan which develops future programs and services.

Counselling - (Career, academic, personal)

Academic advisement for part-time learners is not coordinated or integrated with related programs of personal and career counselling.

Career counselling/career development services are available only during the day.

Student Orientation - Few or no information meetings are held for potential part-time learners. Presently enrolled part-time learners are not involved in an orientation session.

There are no orientation sessions for the families of part-time learners.

Orientation sessions and activities do not meet the 'adult' needs of the part-time learner.

Remedial Services - Remedial courses or programs that will enable part-time students to improve on basic knowledge or skills (reading, writing, mathematics, study skills, etc.) are not available on-campus, off-campus.

Academic progress of part-time learner is not monitored to identify those who are having difficulty and need support.

Lack of Current Part-Time Student Information - Demographic information about part-time learner and potential part-time learner is not readily available.

Information about part-time learners presently enrolled is not available or cannot be quickly obtained.

Information about part-time learners is infrequently updated.

PROCEDURAL

Admissions - Criteria for admitting part-time learners reflect current conditions affecting learning readiness rather than conditions that may have applied when the person was young.

Registration - Procedures established as part of the registration process are often implemented to suit the needs of the college, not the student:

- part-time students are often registered last
- no mail-in registration
- no phone-in (credit-card) registration

STRUCTURAL

Divisional Cooperation - Lack of cooperation and collaboration between divisions.

Separate Administrations - No clear mandate as to who is responsible for part-time activity during the day.

The organization of the college leads to a decentralization of various levels of programming within a common subject area. When a student tries to obtain program information, there is no single source of information.

It is difficult for the public to understand the various divisions of the college.

Collective Agreements - Assigning full-time faculty to teach in the evening or weekend is difficult. Faculty teaching on a part-time basis generally receive lower compensation than that of full-time faculty teaching comparable programs or courses.

Few opportunities for professional development available to part-time teachers.

PHYSICAL

Signage - Insufficient signage and unclear signage.

Space - No available space during the day to offer courses designated for part-time students. Limited field experience/clinical facilities.

Provisions for disabled - Buildings, walkways, etc. in satellite campuses are not accessible to disabled.

Security - Buildings, classes, and labs are often locked during traditional day hours.

Air - The air system and climate control is diminished on weekends.

Cleaning and Maintenance - Less consistent after 4:30 p.m. weekdays, and weekends.

Personal Physical Changes - Loss of hearing, poor eyesight in older student.

Lab Requirements - Off-campus labs are not available; students are limited in course selection and have to attend class on campus.

Class Size - Classes filled to maximum capacity do not cultivate effective learning environment.

Lighting - External lighting to and from buildings, walkways and parking lots deemed insufficient.

ATTITUDINAL

Awareness of Needs and Problems Faced by Part-Time Learners - Historically, levels of college personnel (faculty, administration, support staff) have seen the focus of the college with full-time students.

Segregation of Continuing Education by Other Divisions - Many individuals see part-time education strictly as a continuing education responsibility.

Lack of Part-Time "Voice" on College Committee - Part-time students, faculty are not equally represented on college committees although they represent a large percentage of total intake of students each year.

Status of Part-Time Faculty - Part-time teachers feel on the periphery of the college; they have difficulty networking with their colleagues.

Value of Diploma - Colleges need to sensitize students, government, private sector about the value of diplomas for part-time students (particularly adults).

General Interest Courses - General interest courses receive limited recognition although these courses may attract students to subsequent credit offerings.

Appendix C

PRIOR LEARNING ASSESSMENT IN QUEBEC COLLEGES

Robert Isabelle and Francine Landry

In 1982, a Study Commission on Adult Education recommended that the Québec government implement Prior Learning Assessment throughout its education system in order to facilitate access to the system for adults or their return to qualifying training. Two years later, the government took three decisive steps. First, it published a policy statement on adult education which made an important priority of implementing Prior Learning Assessment in secondary schools, colleges and universities. Then it added a section to the **Regulation respecting the basis of college organization** which stated that starting on July 1, 1984, students could obtain credits for their non-academic learning. Finally, it agreed to subsidize a provincial structure of technical and financial support for colleges in order to implement and develop Prior Learning Assessment. That structure included a provincial implementation committee consisting of representatives of public colleges, private colleges, the Department of Higher Education and Science, as well as a Technical Assistance Service located at the Federation of Public colleges.

Initial goals and priorities

From the outset, the colleges have intended to implement a system of Prior Learning Assessment which was credible (based on valid and reliable evaluations), comprehensive (utilizing different existing approaches), widely accessible and relatively inexpensive. They set themselves two main priorities: first, the training of people to be in charge of the matter in the colleges (administrators, counsellors and evaluators), several workshops being given by experts from CAEL; second, the portfolio approach since that seemed to be the most all-inclusive, the most flexible and the best suited to individuals and to their prior learning of the experiential type.

Fund to implement prior learning assessment in colleges

In January 1987, the Québec Department of Higher Education and Science and the Department of Employment and Immigration of Canada undertook to pay colleges subsidies of \$1 million and \$3 million dollars, respectively, over the next three years, in order to implement and develop Prior Learning Assessment. At the end of October 1987, the colleges created from these subsidies the Fund to Implement Prior Learning Assessment at the College Level covering responsibilities which, until then, had been those of the previous provincial structure of technical and financial support for colleges, i.e. information, the sensitization and training of those involved, research, the development of tools, assistance for the realization and evaluation of local projects, coordination of college projects, the financing of local projects and services, and liaison with Québec, Canadian and foreign organizations interested in Prior Learning Assessment.

- (1) **Study Commission on Adult Education.** Learning: a voluntary and responsible action. Statement of an overall adult education policy in a perspective of continuing education. Montréal, 1982. 872 f.
- (2) **Quebec (Province). Government.** Continuing Education Program Policy statement and plan of action. Québec City. 1984. 75f.

Local Projects

Since 1985-1986, 44 college training establishments have undertaken Prior Learning Assessment projects, including 38 public colleges, 4 private colleges and 2 State establishments¹. These projects are divided into three major categories.

The first category includes projects which tend to satisfy the prerequisites for implementing Prior Learning Assessment. This involves forming a Local Committee, formulating operational guidelines (developing local policy and procedures), informing the staff, training counsellors and evaluators and making adults aware of the possibility of, and their interest in obtaining credits for their non-academic prior learning.

The projects in the second category are those of colleges which have accomplished the above and which are ready to implement, in a limited and experimental fashion, a service or system of Prior Learning Assessment. To date, the colleges concerned have opted for implementation based on the portfolio approach, on that of examinations, or on both approaches. At the same time, these colleges have greatest number of Prior Learning Assessment operations to date.

Developing the tools

From the start, but especially in 1986-1987, much energy has been devoted to the development of tools. This involves, on one hand, screening-interview manuals, information manuals, administration manuals, portfolio manuals, evaluation report manuals, checklists to identify non-academic prior learning, policies and procedures, and on the other, tools accurately measuring and evaluating non-academic learning with regard to the objectives of the programs and the courses given by the colleges.

For adults who have received non-establishment training in a formal setting (e.g. courses given by the armed forces, companies, industries, voluntary organizations or unions, etc.), some colleges have undertaken to elaborate equivalency manuals comparing this training and college-level courses. Drawing inspiration from the methodology developed by the American Council on Education, College Ahuntsic thus evaluated courses given by the armed forces involving three military trades and an association of medical electrophysiology, and allocated credits to people with official evidence of having succeeded in those courses.

However, the non-academic training of adults is usually of varied origin. So it seems necessary to identify the prior learning and to measure it using tools such as theoretical and practical examinations, performance tests, structured interviews, etc. Since the examinations used in class are usually inadequate to measure non-academic prior learning, the teachers must therefore often create new examinations, suited to the prior learning concerned. Experience clearly shows that, before elaborating these examinations, it is almost always necessary to define the objectives of the courses and to determine their importance when compared with others, all of which represents a great deal of work.

Some of these tools can be described as national tools. That designation applies to the standardized French tests being elaborated at College Marie-Victorin and the tests in education techniques for day-care developed by teachers in about 20 colleges and offered by those establishments.

Other tools straddle the above two types. They are elaborated locally by departments or teams of teachers and take into account several course plans. Some colleges have begun to exchange, lend or buy such tools. Another possibility being considered is to have the prior learning of candidates evaluated by the colleges which have the required evaluation tools available.

The situation is slightly different when a college decides on the portfolio as the favoured or exclusive method. In fact, it is then up to the candidate himself to demonstrate, first in writing, that he can really master one or more courses. To date, most teachers who have evaluated non-academic prior learning from the portfolio have been faced with the rather inaccurate nature of their evaluation criteria. In this situation, they have been obliged to revise their course objectives, to establish the relative value of them (the main and secondary objectives, those which may be replaced by others) in order to finally define more precise evaluation criteria which coincide with the objectives and which are relevant to the context of non-academic prior learning. Moreover, many teachers have considered it wise to submit candidates to a written examination or to an interview devised by them in order to ensure that the candidates have completely attained the objectives of their courses.

Elaboration of the portfolio

Several colleges have given a credited 45-hour course on the elaboration of the portfolio. Some have formulated the elaboration of the portfolio as a group activity of under 45 hours, or in an individualized

(1) Québec has 44 public colleges (called CEGEPs, i.e. Colleges of General and Professional Education), 25 private colleges (the great majority of which have no Adult Education Service), and 10 State establishments (under a department other than that of Higher Education and Science).

fashion. Other colleges have asked candidates to prepare a written file in support of their applications without, however, describing that file as a portfolio.

The elaboration of a portfolio is not automatically produced with the submission of an application for evaluating non-academic prior learning. In order to understand this, it must be borne in mind that the portfolio process also enables an adult to contact the college, to clarify his expectations, to specify his professional choice and to assess his prior learning at its correct value. In such a context, it is not surprising that some adults change their initial intention and decide not to submit their portfolio to obtain credits.

Furthermore, some colleges have developed a shortened portfolio procedure. Thus, at the Collège du Vieux Montréal, about 15 hours of group work has enabled daycare workers to prepare their evaluation applications. At the Ecole nationale d'aérotechnique, candidates prepare a file, course by course, with a minimum of supervision. Collège Montmorency has produced a video and accompanying document on the elaboration of the portfolio which should enable an adult to undertake this process alone and independently.

Final considerations

The implementation of Prior Learning Assessment in Québec colleges cannot be considered as a fait accompli. The most advanced colleges are only at the stage of systematic experimentation in defining the appropriate operating methods and providing themselves with adequate working tools. Furthermore, by deliberate choice, the experiments being undertaken are limited to certain programs and the number of applications processed is maintained at quite a low level. In addition, the basic problem of the stable financing of operating services or local Prior Learning Assessment systems will have to be satisfactorily resolved in the fairly near future. However, this implementation is definitely on the way to being realized. The evidence for this can be seen in the number of colleges committed to the implementation process, the nature and scope of the work accomplished and the cooperation which has been developed between the colleges and the agencies of the Department of Manpower (i.e. the Vocational Training Commissions) which have begun to evaluate and sanction the professional skills of the workers. The colleges also maintain contact with both the secondary level, which is expanding and making official practices in Prior Learning Assessment which go back to 1977 more flexible, and the university level which, to date, has recognized non-academic learning almost only for purposes of admission and is starting to grant credits for such learning.

There is no doubt that Québec colleges would not have reached this point without CAEL. CAEL, first, partly inspired the recommendations of the Study Commission on Adult Education to implement Prior Learning Assessment throughout the Québec education system (1982). Then CAEL gave us a body of tried fundamental principles, as well as quality technical and human resources.

It is also possible that Québec colleges, in turn, may contribute to the implementation of Prior Learning Assessment beyond the borders of the province. The colleges of the other Canadian provinces are starting to show interest in what their Québec counterparts are doing and could well follow in their footsteps in the near future. The same applies to the Department of National Education in France which, in recent years, has sent and has hosted several working groups on Prior Learning Assessment.

But the main concern of Quebec colleges remains to establish a quality system of Prior Learning Assessment and to ensure the best possible services for adults. Once that is achieved, they will be able to play a role in the international expansion of Prior Learning Assessment.

Appendix D

ADVISORY COMMITTEE

Mr. Bill Conrod
Vice-President Continuing Education
Algonquin College
1385 Woodroffe Avenue
Nepean, ON
K2G 1V8

Mr. Bill Cruden, President
St. Lawrence College Saint-Laurent
2288 Parkedale
Brockville, ON
K7V 5X3

Ms. Diane Osberg
Manager, Continuing Education
Southern Alberta Institute of Technology
1301 - 16th Avenue, N.W.
Calgary, AB
T2M 0L4

Dr. Gerome DellaMatta, Dean
Educational & Student Services Division
Douglas College
P.O. Box 2503
New Westminster, B.C.
V3L 5B2

Mr. Charles S. Bourgeois
Directeur, Service d'éducation des adultes
Collège Edouard-Montpetit
945, chemin de Chambly
Longueuil, Que.
J4H 3M6

Ms. Cheryl Brown
Coordinator, Continuing Education
Cabot Institute
P.O. Box 1693
St. John's, NF
A1C 5P7

Mr. Bob McDougall, Director
Credit Extension & Part-Time Studies
Mount Royal College
4825 Richard Road, S.W.
Calgary, AB
T3E 6K6

Mr. Gary Polonsky, President
Red River Community College
2055 Notre Dame Avenue
Winnipeg, MB
R3H 0J9

Appendix E

Every college jurisdiction in Canada was invited to participate in the Barriers Project. With the exception of Saskatchewan, each province is represented, as well as the Yukon Territory. College leaders in Saskatchewan knew their college system was to be revamped within the timeframe of the project, and understandably declined the invitation.

It was understood from the outset that there would be a diversity of size, mandate and degree of commitment to the project. Personnel changes and revisions of college structure would inhibit action in some situations; approaches would be varied, depending upon individual college proclivities.

Complete reports are available from individual colleges; they vary in form, style and length. Briefs included in this report are written in the words of the individual on-campus author. For the purposes of clarity and conciseness, the reports have been edited.

ALGONQUIN COLLEGE

Institutional Profile

The mission of Algonquin College as a College of Applied Arts and Technology is to meet the non-university educational needs in English and French of the adult residents of the counties of Prescott-Russell, Ottawa Carleton, Lanark, Renfrew and the rest of Ontario. The main campus is located at 1385 Woodroffe Avenue in Nepean.

Student Enrollment

Number of full-time students:	1987-88	
	Postsecondary	8,584
	Tuition Short	124,264 Training Days
	Apprenticeship	85,534 Training Days
Number of part-time students:	1987-88	
	Credit	33,149
	Non-Credit	12,205
	Other	16,088

Administrative Structure

Administrative procedures for part-time learning are segregated completely from services for full-time students. Whereas there is an admissions department linked to the academic schools; a registrar linked to the academic schools; financial aid and counselling; timetabling service; of all the separate services for full-time students, only financial aid and counselling serve part-time learners. Continuing Education maintains an admissions and registration service in each of its schools (Applied Arts, Business, Health Sciences, Technology and Trades, Adult Basic Education, Management Centre) and on nearly every campus where the college operates. Academic advisors are arranged by Continuing Education from the full-time schools.

The Part-Time Learner

For the purpose of this project a part-time learner was defined as any student who was not taking a full course load (25 hours per week toward a diploma or certificate).

The Working Group

Educational Support Services; Employment Equity/Continuing Education; Applied Arts; Counseling; Planning; Marketing; Placement; Continuing Education; Admissions; Business; Health Sciences; Technology & Trades and Pembroke Campus representative.

The Assessment

The participation of Algonquin College in the national project to identify and remove barriers to Part-Time Students represents one step in a process that began several years ago with a study conducted to determine where changes were required in Algonquin's service to Part-Time learners. A comprehensive review of the School of Continuing Education was conducted, and noting the impact of location, procedures, structure, physical resources and attitudes about part-time learners.

A high degree of introspection has been achieved during subsequent years and a number of on going activities are in place to steer Algonquin toward more effective and appropriate activities and service for the more than 55,000 part-time learners we serve each year.

Project Results

The following information summarizes briefly three of the barriers identified by our committee and the strategies we have used or will use in our attempts to remove the barriers.

The Barriers:

1. Historically, levels of college personnel (faculty, administration, support staff) have seen the focus of the college with full-time students. Staff are not generally aware of part-time students needs and problems.
2. Lack of flexibility and part-time access to full-time programs.
3. Acquiring specific information on the part of the part-time learner is often a lengthy and frustrating process.

Strategies for eliminating the barriers:

In addressing the first item, a complete list of barriers confronting part-time students was prepared in report form and has been circulated to full-time staff in all levels of the college. By making staff **aware** of the barriers, we hope to take one step closer toward removing them.

The second barrier is being addressed by the School of Technology and Trades, Control Systems program. This program is in high demand by specific sectors of the workforce, but regular daytime offerings have restricted access for many potential clients. Efforts are being made to alter scheduling, mode of delivery, and entry criteria. A control systems class will be comprised of both full-time and part-time learners.

A strategy to eliminate the third barrier is in its early stages of development. A proposal has been made to establish a pilot project that would provide a "One Stop" centre for all potential learners. The centre would link students with Admissions, Counselling, Registrar, Continuing Education and all academic departments. Information would become easily attainable for students.

CÉGEP ANDRÉ-LAURENDEAU

Institutional Profile

André-Laurendeau College serves the southwest region of Montreal, more specifically the cities of LaSalle, Verdun and LaChine. There are approximately 100,000 inhabitants in the area.

Student Enrollment

Full-time day students	2,500	Evening - part-time adults	3,000
------------------------	-------	----------------------------	-------

Administrative Structure

Part-time learners are the responsibility of the Continuing Education Department at André-Laurendeau College.

The Part-Time Learner

For the purpose of the "Barriers" study, we have considered not only the part-time student in its proper sense, (the person enrolled in courses requiring less than 180 hours per session) but also the adult clientele such as:

- (1) those students referred by Canada Manpower and Immigration
- (2) those students returning to studies and whose program totals more than 180 hours per session.
- (3) those adults enrolled in such special programs as: youth, social and professional insertion, specialized education, special requests, etc.
- (4) those **potential** adult learners in the surrounding area of the college.

The Working Group

Phase I - Adult Educators from Continuing Education (administrators, faculty members, technicians), adult students.

Phase II - Consultant - Mr. Richard Guevremont who is a former manager of an adult education department from another college in Montreal.

The Assessment

André-Laurendeau College began its institutional appraisal later than the original time frame established by the Project Director. After we proceeded to tackle the project, we decided to divide our process into two phases. Phase I included the identification of the barriers and possible solutions for removing them. This process involved a number of adult educators from our Continuing Education Department as well as some adult students. We examined the barriers encountered by the enrolled student, as well as those which limit access to college studies themselves. In spite of the existence of educational needs, a number of adults do not ever pursue an education at the college. For this reason, we included the **potential** adult learner in our discussions as well.

The results of our study have been collated and submitted to the College Management Team for further review. We have since hired a consultant, Mr. Richard Guevremont to assist us with the second phase of the process; strategies for removing the barriers. The precise completion date for Phase II remains to be determined however, we expect to receive a report by late January, 1989.

We recognize that we were late submitting our project results, however, we are now actively taking steps to fulfill the requirements of this important institutional assessment.

CABOT INSTITUTE OF APPLIED ARTS AND TECHNOLOGY

Institutional Profile

Cabot Institute of Applied Arts and Technology (previously College of Trades and Technology) located in St. John's, Newfoundland, is mandated to provide technological and applied arts training to residents of Newfoundland and Labrador.

The Institute has undergone dramatic changes during the 2-year period of the "Barriers" study as this coincided with a total restructuring of the provincial postsecondary education system, initiated in June 1985. The reorganization was initiated in an attempt to revitalize a vocational educational system which had been largely static since its introduction 20 years previous. The restructured system transformed 20 vocational and trade schools into five Community College regions with multiple campuses, plus three provincial institutes. It was envisioned that this structure, with attendant regional autonomy, and newly established Boards of Governors, would facilitate the institutions' responsiveness to changing labour market and demographic demands.

As a result of this restructuring the former College of Trades and Technology assumed a new name, Cabot Institute of Applied Arts and Technology, and a new provincial mandate, "the delivery of diploma-level applied arts and technology programs and the development of appropriate applied research and development projects" (Ministerial Press Release, August 22, 1986).

Student Enrollment

The number of full-time students is approximately double that of part-time students at Cabot. Full-time enrollment for the 1987-88 academic year was 3805, with part-time enrollment at 2169 students. Since Cabot has only recently introduced credit course offerings on a part-time basis, most part-time students are enrolled in non-credit courses. Only 144 students completed part-time credit courses during 1987-88, versus 2025 non-credit registrations. An important new category of "part-time" students includes people participating in Canadian Job Strategy training programs, funded through Canada Employment. A total of 169 students participated in these full-time, short term programs during 1987-88.

Administrative Structure

The Continuing Education Department has primary responsibility for program development, marketing and administration of part-time programs. Application, registration and administration of non-credit courses is handled exclusively by the Continuing Education Department. In the case of credit courses, the Registrar's Office is responsible for admissions, while the Academic Departments are responsible for curriculum. Since Academic Departments do not have a clearly mandated responsibility for the provision of part-time learning opportunities, there is a great deal of discrepancy between departments regarding involvement in part-time programming. While some departments have a wide range of credit courses available to evening and part-time students, others have virtually none.

The Part-Time Learner

For the purpose of this study, part-time adult learners include persons 17 years of age or older who are registered for part-time evening or weekend courses or programs, or full-time, short-term training projects administered through the Continuing Education Department. Our target study group does not include apprentices returning to the Institute for training leading to Journeyman certification, or full-time students who have opted for a reduced course load.

The Working Group

Members of the Barriers to Part-Time Students Committee were selected to represent a broad range of Institutional academic and administrative departments, with special consideration given to previous interest or involvement with part-time students. Members included:

- Continuing Education Coordinator;
- Electronic Instructor (part-time evening instructor);
- Civil Engineering Instructor (part-time evening instructor);
- Medical-Lab. Technology Instructor (Med.-Lab. Tech Assoc. training Coordinator);
- Early Childhood Education Instructor;
- Business Education Instructor (part-time evening instructor);
- Computer Centre Supervisor (part-time evening microcomputer instructor).

The Assessment

Objectives:

Cabot Institute's participation in the national Barriers to Part-Time Students study provides a focus for data collection, analysis, and documentation of procedures and policies related to barriers affecting part-time students. The study thus provides a mechanism for examining the role of the part-time student within the institution, assessing their needs, and stimulating development of proposals for more efficient or increased services to meet these needs. The ultimate goal is an increase in programs and services appropriate to the part-time learner with a resultant increase in part-time student participation in Cabot programs.

After reviewing the wide range of barriers identified in the initial "Barriers" documents and guides, the Committee examined each issue as it related to part-time learning at Cabot. It was quickly evident that there were many facets and "grey areas" associated with each issue. While Cabot may have positive policies and procedures related to one aspect, at the same time negative aspects may coexist. As a result, to measure both our progress and our inadequacies, we chose to delineate both the positive and negative factors related to relevant barriers. A descriptive section outlines the Cabot context, including current problems and any progress made in overcoming the barrier since the initiation of the study. Following this, a recommendation section delineates aspects of the barrier requiring attention in future. A list of barriers is outlined in the completed report.

In fairness, the "sequence of the workplan" and methodology were largely ad hoc. Some barriers were addressed due to a crisis situation, or simply due to the fact that they were relatively easy to overcome. Some barriers were dealt with by the whole group, while many more were addressed by individuals or small group action, often involving relevant people not directly involved with the Barriers study.

Of considerable benefit in overcoming many barriers, has been the support that part-time and Continuing Education has received from our new President, Dr. Linda Inkpen. Since assuming office in January, 1987, she has been most supportive of this study in particular, and all efforts to extend Cabot facilities and expertise to the community in general. No doubt solving many of the remaining issues will also depend on continued presidential support, as well as senior management and the Board of Governors. Through circulation and discussion of our report, it is hoped that the remaining issues will be favourably addressed.

Project Results

The primary accomplishment of participation in the Barriers to Part-Time Students Study was effectuating an attitude change among Cabot faculty and administration regarding the role of Continuing Education and the adult student within the Institute. When the Continuing Education Department was initiated 25 years ago, Continuing Education was referred to as an "auxiliary program" and this secondary status was reflected in the limited services and lack of resources dedicated to part-time adult education. Through numerous cooperative efforts initiated between the Continuing Education Department and Academic Departments during the course of the Barriers study, the legitimacy of adult continuing education has been clearly established, with the full support of the President's Office.

As a result of this attitudinal change there have been significant improvements in services to part-time students. Most important is the significant expansion of credit courses and specialized technology non-credit courses available to adult students. Among these have been the introduction of a full slate of Electronics courses as of September '87, and Business Management credit courses initiated in January '89. Specialized Automotive Technology training, designed to meet the upgrading needs of the automotive industry will commence in March 1989. In addition, a proposal is being developed to offer Early Childhood Education courses on a part-time basis to day care workers throughout the province.

CAMBRIAN COLLEGE

Institutional Profile

Collège Cambrian College is located in Sudbury, Ontario, within the Northeastern part of the province. While its main campus is located on Barrydowne Road, the College conducts business at a number of other satellite locations including the Regent Street and Evergreen Campuses in Sudbury; on Manitouland Island, the North Shore Campus, Little Current; in the Espanola, the Espanola Campus; and in Noelville, the Noelville Campus. The College also offers part-time courses in various communities within its geographical jurisdiction.

Student Enrollment

Full-time students:	4,784
Part-time students:	7,740

Administrative Structure

While the main responsibility for offering part-time programs and courses lies with the Continuing Education Division, almost every academic department within the College is involved with part-time learners. In particular, if the students are pursuing studies during the day and are enrolled in a postsecondary program on a part-time basis, the administrative responsibility for these students usually rests with the postsecondary department offering that program, and occasionally with College Exploration.

In many cases, special programs, in particular workshops and seminars, are offered jointly by the Continuing Education Division and another academic department within the College.

All full-time and part-time programs offered in french are administered through the French Language Division.

All academic records for both part-time and full-time students are maintained in the Registrar's Office.

The Part-Time Learner

It was felt that the part-time learner category include all non full-time students pursuing evening or daytime programs, Futures, Ontario Basic Skills and Adult Training Programs. The focus of the study was on part-time students pursuing credit or vocationally oriented courses.

The Working Group

Cambrian College first established a committee to participate in the Barriers to Part-Time Students project in May, 1987. The committee was composed of representatives from various college departments:

Continuing Education, Futures, Registrar's Office, Space and Facilities, Learning Centre-College, Exploration, Planning and Development, Academic Support Programs, Distance Education, Programmes du college, Ontario Basic Skills and Student Services.

The Assessment

From its inception, the committee was involved in identifying barriers and possible strategies for eliminating the barriers. The committee held numerous discussions centred around what the college had already accomplished in its efforts to make learning accessible to all who wished to become a part of the college community.

In March 1987, the college administered a survey to Adult Training and Continuing Education students. The purpose of the survey was to provide the college with a profile of these students. It is interesting to note that Continuing Education students do not perceive themselves to be, nor desire to be, members of the Cambrian College community. Over half of the respondents indicated that enrollment in a diploma or certificate program was for job related self-improvement reasons.

After identifying the barriers, the committee summarized the action(s) already taken to remedy the problem or the strategies recommended for the amelioration of the barriers, collectively, were all very important and to eliminate any one from the list would be unwise. At the same time, it was recognized that many of the changes could not happen overnight. Although some would require additional resources, both human and financial, it was important to include them in the study. Recognition of all the perceived barriers, with possible solutions, is a first step toward eliminating them.

Many of the barriers identified in the process were not new to the committee. They have been identified by other groups working with part-time learners, and efforts to overcome these barriers are undertaken on a continuing basis. The committee intends to reiterate in another forum, the importance of eliminating these barriers in view of the fact that the college is committed to carrying out its mandate to the fullest.

Project Results

Since the inception of the Barriers Project, Cambrian College's commitment to part-time learners and their unique needs has been addressed in the following ways:

A committee has been struck to organize a Mature Student Association. A mature students' luncheon break is taking place the early part of December 1988 to gather together concerned students and staff in an informal setting to determine objectives, possible courses of action and potential leaders.

An Adult Learner Task Force is being struck to continue the efforts began by various committees, including Barriers to Part-Time Students.

The steering committee for this task force includes the four Vice-presidents of the college. It is the intent of this task force to perhaps implement the strategies recommended for removal of barriers.

UNIVERSITY COLLEGE OF CAPE BRETON

Institutional Profile

The University College of Cape Breton is located in the centre of what is known as "industrial" Cape Breton. Within a ten mile radius is the City of Sydney and towns of Glace Bay, New Waterford, Dominion, North Sydney, and Sydney Mines. The total population of the "industrial" area is approximately 125,000.

U.C.C.B. is a combined University, Community College, and Institute of Technology. Formerly the College of Cape Breton, it was established on June 28, 1974 combining the Sydney Campus of St. Francis Xavier University (founded in 1951) and the Nova Scotia Eastern Institute of Technology (founded in 1968) into a single post-secondary institution under an autonomous Board of Governors.

In June, 1982, the College was granted University status. The University College offers both university and community college programs leading to university degrees, diplomas in applied arts and technologies, and certification in apprenticeship trades. It also has the capacity and authority to offer degrees in technology.

Student Enrollment

1987 - 1988

	Full-Time	Part-Time
Arts & Science Degree Credit	1200	778 (165 F.T.E.)
Technology-Diploma Credit	596	23 (7 F.T.E.)
Non-Credit-Certificates, etc.		1450
Technical/Trades Upgrading and Updating		175

Administrative Structure

The Faculty of Arts & Science is responsible for degree-credit course offerings to part-time students, and the Faculty of Technology and Trades is responsible for Technology program credit courses taken by part-time students.

Non-credit courses, in the main, are sponsored by the Department of Continuing Education. The exceptions are the "extension" courses offered to practicing trades persons, technicians, technologists where courses are tailored to their needs and aspirations. These are sponsored by the Coordinators of Trades Training, Business Technology programs and Engineering Technology programs. If the training or courses desired happened to be "credit" towards existing programs, the Coordinators would be responsible nonetheless.

In the Dept. of Continuing Education one Administrator is responsible for non-credit offerings.

The Part-Time Learner

Part-Time students, in the context of regular programming leading to Degrees or Diplomas of Technology, are students taking less than 60% of the designated full load for full-time students. For degree students, full load is normally five credit courses. For Technology programs, the designated term load usually varies from 5 to 8 courses.

The Working Group

Coordinator, Engineering Technology Programs; Registrar; Dean of Academic & Student Services; Coordinator - P/T Business Programs; Chairman, Business Dept. Arts & Science; Coordinator, Non-Credit Programs Continuing Education; Dean, Technology & Trades; Former Assistant Professor in charge of developing P.T. programming for B.A. (Community Studies) degree (now Coordinator of the Division offering BACS program).

The Assessment

The working committee identified poor interfacing between what potential part-time students want (and what they are ready for) and what U.C.C.B. is presently offering, as the major barrier to part-time learning enrollment. The committee recommended that someone act as Education Counsellor to be accessible to present and potential part-time students (office hours of 2:00 to 9:00 p.m. are envisaged). The person would have to be knowledgeable about all aspects of the college (advising, counselling, promoting programs, etc.).

Our plan was to present the strategy to senior management, encouraging U.C.C.B. to **invest** in the provision of at least one very visible knowledgeable and empathetic education counsellor. The word "invest" was used deliberately, inferring that **net** additional revenue (with the more than twice the number of part-time students resulting within two-years) would be well in excess of the extra salary.

The committee's recognition of other barriers was also made known across the University College, noting that the remedy for some of them did not require significant expenditures. As a result, there is now a much better provision of services and "consideration" for the part-time learner.

Project Results

In response to the need we considered most critical (the accessibility of education counselling coupled with program promotion and program development), senior management agreed to the following:

1. To appoint, in 1987, a Coordinator of Part-Time Business Programs.
2. To make available the Bachelor of Arts (Community Studies) program on a part-time basis for the first time in 1987-88.
3. To appoint, by September, 1988, a part-time Associate or Assistant Dean of Arts & Science in order to allow for the necessary counselling associated with the B.A. program, both full-time and part-time, to be provided by the office of the Dean.
4. For other technology and degree programs, some of which began at U.C.C.B. as part-time (only) programs, senior managers have reiterated that those responsible for the counselling of students enrolled in these programs (including potential enrollees) are responsible for part-time students to the same extent as for full-time students.
5. For non-credit programs/courses for part-time students, counselling, needs analysis, course development and promotion if either the responsibility of the non-credit program Coordinator within the Division of Continuing Education or with the Coordinators of the regular full-time Trades & Technology programs if the potential part-time offerings are deemed to be an "extension" of the full-time programs.

In summary, as of 1987, more attention to part-time and potential part-time students is being generated by U.C.C.B. Rather than it being the **exclusive** responsibility of one or more individuals, it has been integrated into the "total" program responsibility of any and all faculty in charge of specific program areas.

CENTENNIAL COLLEGE

Institutional Profile

Centennial College is one of Ontario's 22 Community Colleges of Applied Arts and Technology. Centennial College operates 3 campuses in Scarborough, Ontario and 1 campus in East York, Ontario.

Student - Enrollment

Full-time students	5279
Part-time students	
i) credit	20222
ii) non-credit	11611
iii) Total Part-time	31833

Administrative Structure

The School of Continuing Education has complete academic and administrative responsibility for all Centennial courses and programs offered in the evening and on weekends for both credit and non-credit in all academic disciplines.

There is no area which has been assigned responsibility for persons wishing to take courses during the day on a part-time basis. Virtually all of the courses offered from 8:30 a.m. to 4:30 p.m. are intended for full-time day students. Although students may enrol in these courses on a part-time basis, it is a source of students which currently is not actively pursued by the college.

Most of the administrative support systems for evening and weekend courses (e.g. library, bookstore, extended registrar's office hours, cafeteria) are considered outside of the daytime operation and have to be arranged by the School of Continuing Education with the appropriate service jurisdictions.

The terms and conditions of employment for instructors of evening and weekend courses are completely separate (and usually quite different) from those of instructors teaching during the day.

The Part-Time Learner

"Part-Time" was determined to be a student coming under the jurisdiction of the School of Continuing Education i.e. an evening or weekend student.

The Working Group

Associate Dean, Continuing Education; Continuing Education Business Programs; Chair, Continuing Education Health Programs; Support Staff, Continuing Education Computer Programs; Part-Time Faculty Member.

Project Results

Barriers identified and action taken:

Barrier - Student population is very heterogenous in terms of culture, ethnicity, age and educational background. It is difficult for instructors to find an appropriate common denominator.

Action taken - (i) The College has formed a multicultural committee to further examine the issue.

- (ii) Professional development sessions have been designed and offered to help instructors meet this challenge.

- (iii) Study skills courses have been developed which will address the unique needs of some of the various populations which we serve.

Barrier - Rigid policy (and interpretation) concerning the awarding of academic credit for prior educational or life experience.

Action taken - i) Changed the decision makers on advanced standing. Decisions are now being made by the academic area responsible for the program and thus can better understand the degree of flexibility the decision can accommodate.

- ii) Continuing Education chairs have been requested to examine current program requirements and those of any future programs to ensure wherever possible opportunities for receiving advanced standing are built in.

- iii) Continuing Education has formed an ad hoc committee to review methods of enhancing the availability of credit for life and work experience.

Status update - Action i has been quite positive. No longer are students meeting with overly protective decisions on advanced standing. Action ii and iii are still in the formative stages.

Barrier - Students have difficulty getting comprehensive information about registration eligibility and procedures as well as content of courses and programs.

Action taken - i) Information sections of part-time calendar have been rewritten to be more user friendly.

- ii) Pictures of program chairpersons have been put in the calendar so students know whom to call and can put a face to the name.

- iii) A series of information evenings categorized by subject areas scheduled for September and listed in calendar.

Status update - Results can be evaluated in October 1988.

CHAMPLAIN REGIONAL COLLEGE

Institutional Profile

Champlain Regional College was established in April 1971. It's three campuses are located in St. Lambert, Ste Foy and Lennoxville.

Participation in the project "Removal of Barriers to Part-Time Students" was undertaken by the St. Lambert-Longueuil Campus which is the largest campus of the college, located in St. Lambert, a suburb of Montreal.

The campus has a mandate to serve a large region located south of the St. Lawrence, stretching from Chateaugay in the west, to Sorel in the east, and south to Granby.

Student Enrollment

The campus has an enrollment of 2,400 regular, full-time students and 2,000 part-time Continuing Education students. In Continuing Education, approximately 1,500 are registered in credit courses while the remaining 500 are taking non-credit, professional, athletic or interest courses.

Administrative Structure

For the credit courses, the Department of Continuing Education works in cooperation with the academic departments to choose the curriculum, engage the instructors, and evaluate the courses.

The Part-Time Learner

For a college in Quebec, students studying part-time are taking less than 180 hours per semester (3 or 4 courses).

The Working Group

The members of the working group for this project were the Campus Director, Assistant Campus Director (Academic), Assistant Campus Director (Administrative), Coordinator of Continuing Education, Assistant Academic Dean and Director of Student Services.

The Assessment

Obstacles Identified and Strategies for Removal

1. Students lack knowledge of the location of offices for Continuing Education, Counselling and Advising. They also lack information on the availability of the services provided and the times they are available.

A student handbook was prepared and given to all new students and returning students in the Fall Semester, 1988. A follow-up survey will be done in the Spring of 1989 to see whether the students benefited from this information. The evaluation will take place over two semesters rather than one.

2. The Department of Continuing Education lacks high visibility.

In June 1988, the campus was granted funds by the Ministry of Education to build an addition to the present building. The Continuing Education offices will be strategically located at the student entrance which will provide both better access and higher visibility.

3. The majority of present students are working either full-time or part-time. There are a few clientele who are single parents, unemployed or on welfare, although Canada Employment and Immigration statistics indicate there are a number of these in the college region.

The Department of Continuing Education looked into ways of attracting the single parent or unemployed adult to our college. In the Fall Semester 1988, a course in "College Study Skills" proved to be very successful. We also introduced the programs "Employability Skills" and "Returning to the Workforce" but did not experience the same kind of success. We will offer a similar program for women wishing to return to the workforce in January 1989. The CJS programs will be offered on a 5-day per week for 5 weeks basis.

CONFEDERATION COLLEGE

Institutional Profile

Confederation College is located in Thunder Bay, Ontario, with campuses in Fort Frances, Kenora, Dryden, Geraldton, and Marathon.

The majority of the full-time postsecondary enrollment of Confederation College is located in Thunder Bay, with only approximately 8% of this activity located in programs off campus. However, there is substantial direct and more recently indirect purchase of full-time training, 40% of which is located outside of Thunder Bay, often in isolated northern communities.

The full-time postsecondary enrollment in the area campuses is difficult to maintain with the small population base. Confederation College, having recognized the limitations of the traditional mode of delivery of postsecondary programming, started a decade ago to invest resources in distance education delivery.

All area Campuses and 16 other northern communities now have distance education centers provided by the Contact North project. Our Curriculum Development Department develops postsecondary subjects and programs for Continuous Learning/Distance Education delivery.

Administrative Structure

Approximately 14,000 part-time students register in various educational activities each year; 75% of the part-time students or 10,500 register in Thunder Bay, and the other 25% or 3500 register in the various area campuses throughout the Confederation College region.

At Confederation College part-time educational activity is made available by full-time College programs, Continuing Education, Staff Development, the Northwest Enterprise Centre, and the Fitness Centre.

College Programs, consists of the Applied Arts and Health Sciences Division, the Technology Division, and the Business Division. Part-time students can register in regular full-time classes when seats are unfilled by full-time students and there are no special limitations such as access to laboratory facilities.

The Continuing Education Division provides most of the part-time education activity, approximately 75% in Thunder Bay, and over 95% for area campuses. This activity consists of postsecondary, special approved funded, and non funded courses. In addition, the Industrial and Business Training Department offers most of the training designed and delivered directly to Business and Industry.

Staff Development educational activity is primarily directed towards Confederation College faculty and staff. However, on occasion when space is available, and the activity is of general interest, seats are made available on a tuition fee basis to the general public.

The Northwest Enterprise Centre promotes and delivers entrepreneurial training to small businesses throughout the Confederation College region, Canada and internationally.

The Fitness Centre, an ancillary service, provides educational activity on a fee for service basis. This activity is associated with and complements the normal health and fitness services provided to the public as well as faculty and staff.

The Part-Time Learner

The part-time learner is primarily a person who registers in a subject and pays a tuition fee based on an hourly rate, or is a full-time postsecondary student who carries less than 66% of a full load. Conversely the part-time student becomes full-time when the student's postsecondary load exceeds 66% of a full load.

Not all part-time students are enrolled in postsecondary educational activities; the postsecondary registration makes up approximately 40% of all part-time activity. The majority of the remaining non-postsecondary activity is however vocational in nature, although not all part-time students are primarily motivated for vocational reasons.

The Working Group

The Confederation College Barriers to Part-time Students Committee undertook an institutional self-analysis from the perspective of the part-time student. The committee consisted of members from College Programs, Continuing Education, Student Services, and the Curriculum Development and Distance Education Department.

The Assessment

The assessment consisted of two surveys of part-time students and analyses of full-time postsecondary programs and student services ranging from counselling to the bookstore.

The Committee analyzed and discussed the mechanism for funding part-time activities. It was the opinion of members that the formula for funding did have a bearing on how important a role part-time activity plays in an institution. It was felt that the present formula, which funds part-time activity at a rate of approximately 75% that of full-time activity did not send the positive 'message' to encourage part-time activity.

The result of our surveys and program analyses indicated that there is more demand for part-time study in postsecondary programs and other vocational areas than is presently being met by existing opportunities.

The barriers essentially relate to three factors.

1. The program or educational activity is not available.
2. The program is available, but it is not scheduled in a manner suitable for part-time study.
3. The services for part-time students are not in place, especially those that relate to counselling and program information. Other services such as convenient registration and bookstore hours, evening security, etc. are also considered important.

The Confederation College Barriers to Part-time Learners Committee developed a Strategic Plan based upon four identified Barriers to part-time learners.

Barrier #1

The primary focus of academic managers is on full-time day students.

Barrier #2

There is a lack of resource commitment, both people and services, for part-time activity.

Barrier #3

Most diplomas and certificates have been designed for full-time students.

Barrier #4

The present marketing strategy is aimed at enrolling part-time learners to discrete subject offerings and not programs.

Project Results

1. The Barriers report has been distributed to all College managers.
2. Managers of full-time programs are participating more fully with the Continuing Education Division in the development of new programs for part-time students, as well as coordinating resources to the mutual benefit of both full-time and part-time students.
3. The College Council approved policy for the creation of non-postsecondary Certificate Programs. These programs will have official curriculum and students will develop an academic record and receive transcripts. When students have met the program requirements they will be eligible to receive a 'Certificate of Achievement'.
4. The College Council has already approved a Language Studies Certificate and three other are presently being prepared; Computer Applications, Life Skills Coach Training, and Office Practices.
5. 'Credit for Experience' is now publicized as a feature of the Early Childhood Education Resource Teacher Program which is made available through a joint effort with Continuing Education.
6. The Continuing Education Division and the Applied Arts Division have cooperated in the development, scheduling, and marketing of certificates in Photography and Gerontology which had been developed to serve both full-time and part-time students.
7. We have invested funds to convert the full curriculum of a Business Diploma Program to a flexible schedule which will incorporate both traditional and non-traditional study modes for the part-time learners.
8. The Curriculum Development and Distance Education Department has been reorganized to facilitate expanded use of this mode of program delivery.
9. General services to part-time students have been improved, as follows:
 - 9.1 New part-time student database reports have been developed to assist academic managers. The S1A400 activity and the 151-B mailing list reports are examples of reports which help managers track part-time students.
 - 9.2 The Registrar, in cooperation with the Continuing Education Division has developed a system of preregistration for part-time students. This process allows part-time students to pre-register in subjects to avoid long lines.
 - 9.3 The part-time student is allowed special access to computer facilities. This was approved by the Director of Management Information Services and the Committee on Instructional Computing.

- 9.4 Property and Plant has introduced extra security in the evenings to assist the large influx of part-time students in the evenings.
- 9.5 The Community Programs Department has arranged for a support person as well as a Manager to be present in the evenings to provide services to part-time students.
- 9.6 The Staff Development Department has formalized a part-time teacher training program that helps part-time instructors with administrative orientation as well as with basic teaching techniques.
- 9.7 The bookstore has examined their evening hours and services to provide better service to part-time students in the evenings.
- 9.8 The Continuing Education and Applied Arts Divisions have collaborated to make basic education available to part-time students, funded under the Ontario Basic Skills Program. The counselling and registration staff have also cooperated to handle the special registration requirements for part-time students.

The Committee is encouraged by the results of its work and encourages the continued use of the Barriers study report to improve its services to the part-time learners.

DOUGLAS COLLEGE

Institutional Profile

Douglas College, founded in 1970 is a two-year publicly funded Community College. It serves the Burnaby, Coquitlam, Maple Ridge and New Westminster school districts which are all part of greater Vancouver. The population of the area is approximately 350,000. Learning opportunities for adults of all ages and educational backgrounds are provided, including university transfer programs, applied training, developmental education, general interest courses and community programs and services.

Student - Enrollment

Full-time Students	
Credit Courses 1987 Fall -	2857
Credit Courses 1988 Spring -	2808
Part-time Students	
Credit Courses 1987 Fall -	3151
Credit Courses 1988 Spring -	2980
Non-Credit Courses 1987-88 (accumulated) -	18457

Administrative Structure

The College is divided into four divisions responsible for instruction. The Community Programs and Services Division is responsible for all non-credit offerings. This responsibility is accomplished, in part, through a formal connection with the other instructional divisions. Virtually all non-credit students are part-time students.

The Academic Division has responsibility for all credit courses that are part of the College's University Transfer program. The Applied Programs Division has responsibility for all credit programs in career-technical programs. The Educational and Student Services Division has responsibility for upgrading and developmental education credit programs. Each of these divisions is also responsible for addressing the needs of part-time students and for developing programs which can be completed on a part-time basis.

The Assessment

In the year prior to joining this project, Douglas College spent several months in an intensive Institutional Self-Study as part of an institutional evaluation scheme which all provincial colleges do once every five years. Douglas College began its study in the Spring of 1986 and completed it in the spring of 1987.

The Institutional Self-Study was conducted by a College Steering Committee consisting of College administrators, faculty, support staff, and students. Through this committee and additional committees at the Divisional level, extensive efforts were made to gather opinions of all personnel about the College goals and objectives and on how well the College was doing in achieving its goals and objectives. Further surveys were conducted to gather data from students and residents of the Community.

The data gathered was analyzed by the Steering Committee. An extensive report was produced with recommendations for actions intended to improve College operations, change goals and to enhance goal achievement.

The Self-Study concluded in 1987 when an External Audit Team visited the College for four days to validate the findings of the Self-Study and to make recommendations on matters inadequately addressed by the College, or on any other matters judged by the team to be important.

Upon conclusion of this process, the College undertook to completely revise its Five Year Plan. This revision resulted in revised goals and objectives for all Departments and Divisions and for the College at large. Of significance to this project are the College goals of Accessibility and other closely related goals.

Because of the extensive analysis and follow-up of the Self-Study, a special structure was not established for this project. The project coordinator used the institutional goals from the redrafted Five Year Plan and reviewed **Post-secondary Educational Institutions and the Adult Learner: A Self-Study and Planning Guide**. It is worthy to note that this process identified several areas where the College was already facilitating access for part-time learners. For example, the College has for many years made all of its academic courses available for part-time students. In addition the College considers itself to be the first institution in British Columbia to offer courses with morning and evening classes (referred to as swing-shift courses) to accommodate shift-workers.

Project Results

Barriers Identified:

1. Child Minding/Child Care - a survey conducted to assess the needs of part-time students. While the College has an independently operated Day Care Centre on campus, the availability of part-time and drop-in care is limited. The survey has revealed a need for additional services for part-time care.
2. Programs - It was determined that some programs were presently made available only to full-time students through either part-time day or part-time evening classes.
3. Class Schedule - An analysis of assumptions regarding how classes are scheduled resulted in a conclusion that changes could be made to the class schedule matrix to increase opportunities for part-time student access.

Actions Taken to Remove Barriers:

1. Child Minding/Child Care - Space, licensing requirements and costs have made it impossible to respond to this need. However, for financially needy students, the College offers a child-care subsidy at an off-campus day-care centre through financial aid funds provided by the Douglas College Student Society.
2. Programs - Several programs have been identified for offering to part-time students. Most notable among these are:

Cooperative Education - A "Parallel Cooperative Education" program has been approved to enable students to study part-time and work part-time simultaneously, unlike the normal Cooperative Education structure which alternates full-time study with full-time work.
3. Class Schedule - The Class Schedule Matrix has been modified to include a new class scheduling block from 5:00-7:00 p.m. to accommodate working commuters who prefer to attend classes prior to returning home in the evenings. Policies have been put in place to require all Departments to schedule a proportion of their classes in early morning, late afternoon and evening hours.

FANSHAWE COLLEGE

Institutional Profile

Fanshawe College serves the counties of Middlesex, Elgin, Oxford and Norfolk in the heart of Southwestern Ontario. The main campus is in London with other campuses located in St. Thomas, Simcoe and Woodstock. In addition, an extensive network of continuing education programs operates in a further two dozen communities in Fanshawe's area. These are conducted in school boards and other community facilities in those towns and villages.

The College operates over one hundred postsecondary, adult training and apprenticeship programs and thousands of career and general interest courses each year. Another feature of the College's

wide-ranging program is the utilization of the co-operative education mode in nearly three dozen of its full-time postsecondary programs.

Student Enrollment

Full-Time Students - 1987/88:

Postsecondary	12,421
Adult Training	294,438
Apprentices	62,340

Number of Part-Time Registrations - 1987/88:

Enrolled in full-time programs	1,182
Enrolled in part-time - credit courses	5,117
non-credit career courses	31,295
general interest courses	18,522
TOTAL	54,934

Administrative Structure

Students enrolled part-time in day-time and full-time postsecondary programs are the responsibility of the three "day" schools. In the main, the other part-time students are enrolled through the School of Continuing Education. The exception to the above is at the James N. Allan Campus in Simcoe which is administratively separate and is responsible for all full and part-time students at the campus and in the Norfolk region. Regardless of the type of course, the responsibility lies with the continuing education area except in the case of full-time postsecondary courses offered part-time, where the full-time area is required to supply the content direction.

The Part-Time Learner

In keeping with the original intent of the Barriers Project, part-time learners at Fanshawe are those taking courses and programs on a part-time basis regardless of whether the program is conducted full or part-time. At the same time however, the scope of the overall Fanshawe study, for which a committee was eventually established went beyond the Barriers Project, looking at services (and barriers) to adult students whether they were registered full or part-time in full or part-time programs and courses.

The Working Group

Membership of this committee included:

Four adult students; one from each School chosen to represent full-time, part-time, postsecondary, and non postsecondary constituencies; Four faculty members representing the four Schools; One administrator from each School; One representative from Student Services; One representative from Student Liaison Services; One representative from the Office of the Registrar; One administrator from an outlying campus; and the Dean of the School of Continuing Education, who will act as the Chairman. The committee met one a month from October 1987 to June 1988.

The Assessment

At Fanshawe, the objectives of the Barriers Project coincided with several of the objectives in 1987/88 of the School of Continuing Education. Certain specific measures were going to be attempted for feasibility and possible implementation. In addition, the College was considering the establishment of a widely representative committee to study services to all adult students (full and part-time) and to make recommendations on service improvements. The Dean of the School of Continuing Education decided to work on the Barriers Project in conjunction with ongoing College work in this issue area, bringing staff members into the project when and if required.

The actual work outlined in our complete report can be divided into four types: projects already undertaken by staff of the School of Continuing Education; projects to be implemented by Continuing Education staff beginning in September 1988; projects emanating in part or in full from the work of the College's Adult Student Services Committee and scheduled to be implemented in the Fall; and project areas still being considered by the committee.

Identified Barriers and Strategies for Removal:

Evening Child Care Service - The lack of reasonably priced quality child care services in the evening was perceived to be preventing many persons from attending part-time in the evening. A survey of evening classes was conducted in the Spring, 1987 at the main campus. The results appeared to confirm this need. As a result, the Continuing Education Chairperson, Health Services and Human Services, worked with the Early Childhood Education program staff to establish a self-supporting

service at the College's day care centre from Monday to Thursday evenings. During the Fall registration period a number of inquiries were received, but no registrations.

The offer of service was restructured and repriced (shorter and cheaper) for the Winter term. During the registration period for the Winter term, no inquiries or registrations were received. At the present time there are no plans to re-offer the service on a general basis. There is consideration however, to offer a limited service to hearing impaired parents, if the special part-time courses for hearing impaired person can be organized within the School of Continuing Education for the Fall term 1988.

Employment Demands - Many people are required in their employment to travel or to work in shifts, thus are unable to attend classes on a regular basis one or two evenings a week. In order to respond to this need the Fri/Sat learning option was developed by the Continuing Education Chairperson, Business and Management in two credit courses in Business Certificate programs.

The courses registered well and the learning outcomes were positive. The format also demonstrated the possibilities for assisting two other groups of students: Those who lived 60-75 miles away who were unable to take these types of courses in their own areas and those who were able to take courses on "company time". While the operation of these courses in this format has proven successful, two other barriers are working against its continuance: the expense of room rentals off-campus (or put another way, the inability of the College to supply rooms on Fridays when it would appear space is available); and the supply of qualified instructors prepared to work at the current instructional rates for part-time instructors.

At this time it is not certain whether this format will be offered in the Fall of 1988.

Accessibility to Full-Time Diploma Programs by Part-Time Students:

- i) Traditionally, little attention has been paid to providing access for part-time students enrolled in College programs, the College has never advertised the availability of space in programs. At the urging of the Committee on Services to Adult Students, the Committee Chair (Dean, School of Continuing Education) reviewed this matter at a regular meeting of the Deans with the Vice-President, Academic. As a result, up to a dozen courses scheduled at various times of the day will be advertised for the Fall term. Information on registration and queries by the general public will be collected for possible further development of this opportunity for part-time students.
- ii) At the same time, after discussion between the appropriate Continuing Education and Human Services Division staff, further courses in full-time programs will be offered in the evenings through the School of Continuing Education.
- iii) A further development in this area is in the full-time Farm Business Management Diploma program conducted at the Woodstock campus. It is apparent that many practicing farmers would like to take portions of this program during the fall or winter terms. At this time however, the scheduling of classes does not facilitate this since regular attendance two or three days a week for one or two sessions is not practical for them. The faculty have initiated a re-design of certain courses in the program so that they can be conducted in modular or block format, beginning in the Fall, 1988. Attendance would be required every day of the week for one to four weeks, but it is expected that this is a more feasible way for practicing farmers to obtain the skills and knowledge and to achieve the program credits.

CÉGEP DE JONQUIÈRE

Institutional Profile

The college was born in July 1967. In June 1975 it became the Regional College of Saguenay/Lac St-Jean. It has full autonomy of its educational plans, student activities, direction of personnel and administration of its operational budget.

From 1299 students in 1967-68, the clientele has continued to grow to 3050 students in 1987. Professors number 250. The college provides 25 programs which lead to university and/or the job market.

The region served by the College numbered 289 900 persons in 1986. The metropolitan area of Chicoutimi and Jonquiere has about half of the population with nearly 160 000 inhabitants. Two native communities are also located in the area: Mistassini (Baie-du-Poste) with 2400 Cree, and Quichouan (Pointe-Bleue) with 2600 Montagnais.

Administrative Structure

A new phenomenon over the past few years is the presence of the adult student (older than 20 years) in different regular programs. This represents about 25% of the total clientele, composed of individuals with different life situations and different educational needs.

To answer these diversified needs, the College operates the following auxiliary services:

- Permanent Education Service
- Linguistic Center
- Education Service and Consultation
- Automated Production Center.

The main sector in auxiliary services is the Permanent Education Service (SEP). The SEP aims to provide to the group of clients, the educational services, consultants and technical aid of the highest degree.

Priority clientele of SEP are grouped in the following categories:

- individuals enrolled in full or part-time programs;
- community groups;
- small and medium enterprises (P.M.E.)
- large businesses.

The Working Group

The mandate of the Barriers Project was entrusted to the SEP (permanent education service) and responsibility was given to an educational counsellor who had input from the coordinator of SEP and other professionals.

The Assessment

It was in a context of disorganization-reorganization that our study of institutional barriers began due to administrative changes at the college.

Time constraints constituted an important limitation to the realization of our project and we have had to draw maximum profit from consultations and research on courses:

In 1987-88 our college gave time to an important consultation at all levels to propose an institutional development plan. Different works emanating from this plan supplied pertinent data on institutional barriers.

A succession of events in the Permanent Education Service altered the work atmosphere and provoked a problem situation. A study to define the state of the work atmosphere, to clarify roles, responsibilities and tasks of personnel, as well as a study to define the orientation of SEP were done. The results of these studies contributed greatly to our project.

Other strategies used to gather data included:

- 1) Reviewing related various documents (in the bibliography)
- 2) Consultation with resource persons through interviews. These interviews dealt with recruitment and selection of clientele, reception of students, accessibility and utilization of student services, degree of satisfaction, quality of services and education, pertinence of programs, locations and the main institutional barriers that part-time clientele might encounter.
- 3) Consultation with students enrolled in permanent education in full or part-time programs: (27 groups participated in the evaluation of education and programs, a total of 482 students)
 - 15 groups of students enrolled in full or part-time in an accessibility program to college education for women (300 students)
 - 10 groups composed of men & women enrolled in part-time evening courses or programs (150 students)
 - 1 group of 14 women enrolled in the program Access to Technological Careers.
 - 1 group of 18 students enrolled in an educational program.
- 4) Consultation in groups on main institutional barriers encountered:
 - 10 groups (182 students) replied in writing on a consultation form.
- 5) Individual interviews by phone:
 - 20 students (7 men and 13 women) in part-time studies. These interviews dealt with procedures and cost of registration, quality of education, pertinence of programs, accessibility and quality of student services (reception) and welcome, general information, scholastic information, child care, library, cafeteria, grants and bursaries, cooperative education, educational matters and programs,

status of part-time students, accessibility of full or part-time courses.

- 6) Consultation with teachers by individual interviews (10 people).
- 7) Consultation with professionals of adult education integrated with evaluation of the atmosphere and on orientation and structure.

Project Results

Institutional Barriers and Strategies for Removal:

1. Services of Reception and Placement

They are nearly non-existent for 92% of students consulted. Eighty-three percent say they lack information on programs, courses and accessible services.

An Integrated Reception Service for Clientele:

To provide an integrated reception service to part-time adults corresponds to a priority which will permit us to reply better to the various needs of the clientele. To not adequately meet these needs would be to inevitably lose these clients from the college to private education facilities of which there are more and more.

The integrated reception service of the SEP complementary to the regional service of reception and placement of Jonquiere (SRAR), will work in collaboration with it and be accessible during the evening as well as the day. The following services will be provided:

- reception, information, placement;
- educational and professional information;
- admission, administration of student files and course sanction;
- psychology and orientation;
- androgogical support; guidance, individual support to training;
- recognition of educational/life experiences;
- programs of education bursaries;
- support of job search.

This service became available in September 1988.

2. Financial difficulties:

Many on unemployment insurance or welfare and heads of one parent families have financial difficulties. Many are women returning to the work force. Seventy-three percent claim costs of enrollment, transportation, child care, books and school supplies etc., strain on already insufficient family income.

In the spring of 1988, a committee was formed to study the pertinence of implementing a program of bursaries for excellence for students. Following these steps, beginning in August 1988 a new committee will be responsible for such a program which functions jointly with the program of student bursaries of the regular program but takes into account the particularities of the part-time clientele. At the Fall 1988 season, five adult students completing programs on a part-time basis were awarded bursaries.

GEORGIAN COLLEGE

Institutional Profile

Georgian College is one of Ontario's 22 community colleges, established by the province in 1967 to serve well-defined regions.

Georgian serves an area of about 12,000 square miles, including the counties of Bruce, Grey, Dufferin and Simcoe and the districts of Muskoka and Parry Sound. In order to best serve such a large geographic area, Georgian has established three campuses. The largest and oldest is in Barrie, about one hour's drive north of Toronto. The second is in Orillia in a natural wooded setting, and the third is in Owen Sound not far from scenic Georgian Bay. All three are in the heart of Central Ontario's year-round vacation region.

Student Enrollment

Number of full-time students in Winter, 1988

43

4,162

Number of part-time students in Winter, 1988

School of Continuous Learning-mandatory postsecondary courses	1,315
School of Continuous Learning-special approval courses	2,386
School of Continuous Learning-other courses	3,308
Day postsecondary courses	162
Day tuition-short courses	293

Administrative Structure

The School of Continuous Learning takes responsibility for part-time learning at Georgian College.

The Part-Time Learner

"Part-time" learners are those individuals who are carrying a course load less than 66-2/3% of a full-time program.

The Working Group

Georgian College established a working committee composed of Program Supervisor, School of Continuous Learning; Chairman, Student Development; Chairman, Career Development; Dean, School of Design & Visual Arts; Chairman, School of Engineering Technology; Chairman, Institutional Development; Faculty, School of Applied Arts and Health Sciences; Registrar.

The Assessment

Barriers Identified:

1. Minimal credit for experience is given to part-time Early Childhood Education students or exemption for field placement for Developmental Services Worker students.
2. Part-time technology courses have to be offered on campus because of lab requirements.

Project Results

1. Sensitive to the needs of the School of Continuous Learning (SCL) students taking postsecondary programs, the School of Applied Arts and Health Sciences in conjunction with the School of Continuous Learning has devised sets of guidelines to lessen the barriers to the part-time student enrolled in the Early Childhood Education and the Developmental Services Worker Program.

In the E.C.E. diploma program, field practice consists of four courses of 3, 4, 5, and 6-week blocs; one first year and one second year course is available each semester. Some students may receive credit for the three-week Field Placement 1, which comprises the 105 hour maximum credit permitted by the Ministry.

Any full or part-time Development Services Worker may apply for exemption from a specific field placement on the basis of current or recent work experience. The student must request an assessment in writing to the Field Placement Coordinator or Program Supervisor by Sept. 30 of the appropriate academic year. Once the exemption review committee has determined the student's eligibility for exemption, the student is sent a current edition of the DSW program manual which contains a competency checklist. The student is granted three (3) months within which to gather documentation supporting his/her request for exemption.

2. The School of Engineering Technology and the School of Continuous Learning are working on a project to offer diploma Engineering Technician programs to the associates of Honda Manufacturing of Canada. This program commenced last fall with the offering of a Mathematics course, delivered in the evenings, to 32 students at the Honda plant. It was followed by a Drafting course in the winter, with 35 students enrolled, and used the facilities at Banting Memorial High School in Alliston. The third course, Statics, started in April with over 20 students enrolled. This will be the last course offered until the fall of 1988.

The students who are taking these courses have expressed an interest in two programs - Electrical Engineering Technician and Industrial Engineering Technician. Honda's management is very supportive of the program, and are **reimbursing all costs** to those students who successfully complete each course.

Plans are being made to continue with one program, and several areas of potential problems have been identified:

If three of four courses per year are offered, and this is probably a practical maximum, seven to nine years will be required for the students to complete one program. This requires a considerable amount of dedication on the part of the students, and some attrition is to be expected along the way. Also, at the moment, the courses we are offering are common to the two programs, but there are

relatively few of these. Therefore, as we get into the more advanced courses of either program the numbers may dwindle to the point that it is not possible to offer the courses economically. This has always been the major problem with offering part-time diploma programs in Engineering Technology. Honda is in the process of hiring several hundred new associates, and it may be possible to offer the earlier courses again at some point to ensure viable numbers for the more advanced ones.

Some thought is also being given to offering a **certificate** for the completion of a certain portion of each program. This will not only take considerably less time on the part of the students, but should provide additional incentive for them should Honda recognize the certificate. Honda's management appears to be quite receptive to this idea.

Laboratory facilities will also become a problem as the courses become more program specific. Honda is very interested in eventually setting up a training centre, which may incorporate some of the more sophisticated equipment necessary to teach the advanced courses. We are presently exploring ways in which we can become involved with the design (and operation) of such a centre. Lacking appropriate facilities, we would either have to bring students to our laboratories in Barrie, or move equipment to the plant in Alliston, neither of which are impossible but they are expensive.

It is hoped that as the program evolves these problems can be satisfactorily solved, and the project will be a success from the point of view of both the company and the college.

HOLLAND COLLEGE

Institutional Profile

Holland College is the Community College of Prince Edward Island. It operates from thirteen training centres located across the province. Holland College operates on a competency-based, skilled-oriented approach to instruction.

The performance-oriented approach to instruction used at Holland College is called STEP (Self Training and Evaluation Process). The objective of the STEP Program is to enable one to assume responsibility for his/her own development while acquiring skills required to enter wage-earning employment.

Student Enrollment

There were 747 postsecondary students and 232 vocational students enrolled full-time in the 1987-77 year.

There were 73 students enrolled on a part-time basis in the postsecondary programs, and 6 students enrolled on a part-time basis in the vocational program.

There were 3,661 students enrolled in Continuing Education programs during the year.

There were 3,896 students enrolled in special categories i.e. (CEIC sponsored, Extension, Integration, Pre-Vocational, Leadership Institute).

Administrative Structure

The application and registration process is the same for both part-time and full-time students. Continuing Education (non-credit students) students may register for courses by mail, by phone or walk in. Continuing Education courses are conducted on a sufficient number of registrants basis as these courses are self-supporting.

The Part-Time Learner

Our present definition of a part-time learner is a student who attends a full-time program for less than 15 hours per week.

The Working Group

CJS Co-ordinator; Registrar/Chairperson Student Services; and Student Services Officer.

Project Results

Barriers Identified and Strategies for Removal:

1. The Continuing Education course curricula have no direct relation to the skills identified in the curricula of our Records of Achievement. Work is now underway to sequence some Continuing Education courses to allow those learners to earn a certificate in an occupational profile. A student

in a full-time program is given credit based on acquired skills. The "Dacum" chart is comprised of skills in performance-based terms. Any chart can list one or several profiles, i.e. Accounting Technician or Accountant. In our Business program, Culinary Instruction program and Hospitality program, we are attempting to state clearly the profile earned by the student regardless of whether he or she has taken the course in the day or in the evening or similarly as a postsecondary/vocational student or as a continuing education student. This means that the college will recognize those skills required through Continuing Education courses, which in turn will enable part-time learners to complete programs.

2. Prior learning is not well recognized. Part-time learners often have to complete skills which they already have proficiency in to obtain a rating (credit for the skill). Holland College offers programs in 2 divisions: 1) vocational and 2) postsecondary. Until recently a student who had completed the Child Care program in the Vocational Division, was not granted credit when he or she enrolled in the Early Childhood Education postsecondary program. Holland College is now working toward recognizing these prior skills or achievements. This is being addressed by the Continuing Education Committee which has support from several managers in the college.

LETHBRIDGE COMMUNITY COLLEGE

Institutional Profile

Lethbridge Community College is located in the City of Lethbridge in the province of Alberta. In 1957 Lethbridge Community College's first class of 36 students began university transfer courses at a local high school. The College now offers 37 career programs as well as courses in 26 other programming areas. With an emphasis on career training, the College provides students with both life management skills and occupational skills.

Student Enrollment

Full-time students 3400 F.T.E.

Community Education Student Registrations:

i) credit courses or programs	6064
ii) non-credit courses	15530
iii) public services courses	7477

Administrative Structure

The Division of Community Education is largely responsible for part-time students at the College. Approximately 75 miscellaneous students are registered each year in career programs and are registered through the Registrar's Office. All credit and non-credit students who are part-time learners are registered with Community Education.

The Part-Time Learner

Part-time learners are those who enroll in college programs for under 15 hours per week. They may include employed people; retired people; disabled; people with home and family responsibilities; people from other educational institutions.

The Assessment

The Vice-President of Continuing Education led a team of educators in an exhaustive examination of future trends and the college's ability to meet those trends in the years ahead. The findings and subsequent strategic choices and action plans formed the College's Academic Strategic Plan. Midway through the process, the Barriers Project came on stream and became part of the analysis. The Barriers Project was directed by the members of the College Academic Affairs Committee. They include: Vice-President Community Education-Chairperson; Vice-President Academic; Dean - Community Education; Dean - Student Services; Associate Dean - Business/Industry Development; Associate Dean - Agricultural Development & Correctional; Associate Dean - Native and General Education; Learning Resource Centre Supervisor.

Subcommittee meetings also included the Chairman of Counselling Services and the Registrar.

Lethbridge College in revising its College Mission outlined several roles considered fundamental to the mission. Three roles specifically address part-time learning opportunities:

- * Career and Developmental Education - includes remediation and upgrading courses, career exploration, non-credit certificate courses, certificate and diploma programs, apprenticeship courses, updating and career specialization, recurrent education, avocational education, inservice training and development and other specialized programming in the college, in the community and in the workplace as appropriate.

- * Student Development - includes provision for services which support the academic process by facilitating the development of an environment and personal skills which are conducive to learning both for the traditional student and the mature returning student.
- * Education for the Part-Time Learner - includes enhancement of opportunity for individuals to pursue diploma, certificate and other career programs through part-time studies.

Project Results

Barriers to Part-Time Learning Opportunities: strategies for removal.

1. Attitude of the institution to part-time learners

A subcommittee met several times to consider whether the institution really wanted these students. Slowly attitudes changed, but many faculty still need to be convinced of their value in career programs. Since the inception of the project, the institution has received a commitment from senior academic management acknowledging that part-time learners are desirable to have on campus. Professional development experiences are focusing on developing a positive attitude towards part-time learners.

2. Acceptance of the concept of integrating part-time and full-time students.

Many discussions centred around this topic, but the final conclusion was that part-time learners enrich a classroom setting rather than detract from it. Discussion of andragogy, and different approaches to learning to draw on these students also became a topic of focus. The college has now developed the following philosophical statement: "The college is committed to creating a learning environment that will provide opportunities for part-time learners to access credit courses." An accompanying vision statement has also been developed.

3. Access by part-time learners to college career programs.

Discussion surrounding a process for the reservation of seats for the part-time learner has resulted in a policy to waive the normal admission criteria for students enrolling in credit courses on a part-time basis.

COLLÈGE LIONEL-GROULX (translation)

June 22, 1988

Collège Edouard-Montpetit
Service d'éducation des adultes
A/S Mme Jean M. Bujold
945, Chemin de Chambly
Longueuil (Québec)
J4H 3M6

Dear Madam:

I would like to respond to your request regarding the admission to the studies project regarding part-time students. I regrettably admit that the sequel to your request of May 12, is not quite completed at our College.

We have always had, since the beginning of this project and even beforehand, concerns about admission improvements to the studies for our target clientele. In the meantime, I have not had or taken the required time to produce in the desired format, the report mentioned previously in your letter.

All the prerequisites are available and accessible, however, what remains to be done is the writing of the report. It will be a priority project upon my return next August, thus I hope to produce this document in time for the October meeting.

Please excuse once again this delay as other projects have unfortunately delayed my priorities at this close end of the academic year.

Jean-Denis Asselin,
Assistant Director
Continuing Education Services

MOHAWK COLLEGE

Institutional Profile

Fennell Campus in Hamilton, Ontario, is the central location of Mohawk College. It is one of the twenty campuses and education centres the College operates.

Mohawk College's "community" comprises a large area of Southern Ontario between the tip of Lake Ontario and Lake Erie. The region - designated by the Ministry of Colleges and Universities - consists of the Regional Municipalities of Hamilton-Wentworth, the Haldimand portion of Haldimand-Norfolk, and Brant County. Approximately 600,000 people from a wide diversity of cultures live in the area.

Student Enrollment

Number of full-time students	8,212
Number of part-time students*	50,366

i) credit courses or programs	38,850
ii) non-credit courses	11,516

*registrations

Administrative Structure

The responsibility for part-time learning at Mohawk College is primarily administered through the Faculty of Part-Time Studies which offers approximately 90 certificate and diploma programs, associated professional programs, and a wide variety of credit and non-credit courses and workshops in the evening and weekends.

Responsibility for part-time learning in the evening or at non-traditional times lies with the Faculty of Part-Time Studies. Reporting to the Dean of Part-Time Studies are seven academic chairmen responsible for academic programming and delivery in the following areas:

- Applied Arts and General Education
- Applied Science
- Brent Area
- Business
- Contract Services
- Health Services
- Technology

Approximately 50 part-time program managers assist with the coordination of programs. A separate part-time studies registration office reporting to the College Registrar processes enrollment of part-time courses. Other support structures include: A Part-Time Studies Information Officer, a Part-Time Students Association, an adult learner newsletter, and an Experiential Learning Coordinator.

The Part-Time Learner

The committee endeavoured to define "part-time" as identified in the focus statement. "Those individuals, who wish to continue their education concurrent with fulfilling other primary responsibilities". Our definition tended to be focussed on the individual who attended the College through the Faculty of Part-Time Studies, i.e. the evening/weekend school student. Part-time learners were often categorized as continuing education students first, part-time day school students and to a lesser extent contract training students. While all groups have common barriers, the committee was inclined to discuss barriers affecting the continuing education student who makes up the most significant part-time learner population at Mohawk College.

The Working Group

Dean, Faculty of Part-Time studies; Chairman, Contract Services (P-T Studies Chairman); Chairman, Applied Science, Part-Time Studies; Full-time Faculty, Computer Studies, Part-Time Instructor, Program Manager; Library Services; Corporate Secretary, Administrative Services, Part-Time Instructor; Full-Time Faculty, Business, Part-Time Instructor, Program Manager; Registrar's Division; Recorder, Part-Time Instructor, Full-Time Faculty, Physical Sciences.

The Assessment

The Barriers Project was directed by the President's Office to the Dean of Part-Time Studies. Due to the assignment of a new Dean of Part-Time Studies and several changes in the administrative staff reporting to the Dean, there were delays in establishing the Barriers Committee and assigning a chairman. Rather than attempting a formal data collecting process, i.e. questionnaires, etc., the committee undertook the task of identifying the barriers on their own and formulating some recom-

mendations that would encourage the greatest improvements to the greatest number of part-time learners at Mohawk College.

Project Results

Over the past few years Mohawk College in its attempt to encourage part-time learning, has made available a number of certificate programs for part-time learning. Students wishing to enroll in a college program are often discouraged by the length of time it takes to complete a program. Certificate programs allow students to set goals within a reasonable time frame.

At Mohawk College, this complex problem was addressed by giving academic chairmen exclusive responsibility for Continuing Education programs. These chairmen develop and deliver certificate and diploma programs for part-time delivery only. In all respects, they function as any full-time chairman except they have no full-time faculty. Subject expertise in each program area is provided by subject specialists who are hired as part-time program managers. These people may be from outside the college of full-time employees hired on a contract basis.

Although this change has not come about as a direct result of the Barriers Project, the working committee felt that it should be addressed in our report as a deliberate strategy on the part of our college to encourage part-time learning. Mohawk College through its Continuing Education department now offers more than seventy certificate programs.

NEW BRUNSWICK COLLEGE

Institutional Profile

Postsecondary non university education in New Brunswick is carried out by the Department of Advanced Education and Training and its network of institutions located in various communities throughout the province.

These institutions include nine Community Colleges, each with permanent facilities in a different area of the Province, offering a multiplicity of programs to the population either through full-time or part-time services. They are located at:

NBCC Saint John	— Saint John, N.B.
NBCC Moncton	— Moncton, N.B.
CCNB Dieppe	— Dieppe, N.B.
NBCC Miramichi	— Chatham, N.B.
CCNB Bathurst	— Bathurst, N.B.
CCNB Campbellton	— Campbellton, N.B.
CCNB Edmundston	— Edmundston, N.B.
NBCC Woodstock	— Woodstock, N.B.
NBCC St. Andrews	— St. Andrews, N.B.

Student Enrollment

(For period of July 1, 1986 - June 30, 1987)

Type of Training Activity

Enrollments

A - Administered by N.B. Community Colleges

Full-Time Training	12,197
Part-Time Training	
Correspondence	1,406
Management Education	1,972
Miscellaneous (other part-time)	3,656
Night School	21,568

TOTAL 40,799

B - Administered by Provincial Language Training Centre

Full-Time Training	192
--------------------	-----

C - Administered by Diploma Schools of Nursing

Full-Time Training	579
--------------------	-----

D - Administered by N.B. Craft School

Full-Time

80

Part-Time

4

TOTAL 41,654

The Part-Time Learner

Part-Time Training Service is defined as:

less than five consecutive days in duration and/or less than six instructional hours per day.

Part-Time Student (in a Full-Time Training Service):

A part-time student in a program with credits is a student who is taking less than 60% of the credits in the program (or term, if appropriate). (A student could be part-time in one term and full-time in another.)

A part-time student in a program without credits is a student who is taking less than 60% of the standard hours for the program.

The Working Group

Assistant Deputy Minister (acting) Educational Services Francophone; Director Curriculum and Evaluation; Principal - NBCC Edmundston; Principal - NBCC Campbellton; Principal - NBCC Bathurst; Principal - NBCC Dieppe.

The Assessment

For the last several years, the Department of Advanced Education and Training along with its nine community colleges has been examining the various social and economic changes of the Province and their anticipated impact on the training services which it is mandated to provide. The identification of strong needs for continuing education and lifelong learning as well as a serious decline in regular student enrolment has forced the Department to make certain decisions and to undertake certain activities in order to offer a valid and comprehensive service to the population.

Since September 1988, each Community College in New Brunswick operates under the Integrated Instructional Unit concept whereby a manager is responsible for the delivery of a cluster or a group of training programs which includes part-time, as well as full-time, regular full credit programs as well as short term non credit training activities.

The barriers that were identified were grouped in five major categories:

- 1) The learner
- 2) Working conditions and traditions of instructional staff
- 3) Accreditation
- 4) Delivery Mechanisms
- 5) Support mechanisms

Project Results

Remarkable progress has been achieved over the past several years in terms of changing attitudes, the environment and the management style and structures of the Department of Advanced Education and Training and its network of Community Colleges. However, continuous efforts must be deployed in order to eliminate the barriers to education in New Brunswick whether part-time or full-time.

The following is a description of just two of the activities which have been undertaken to resolve some of the barriers to part-time learners:

1. The Learner

Although educators have recognized the need for continuing education and lifelong learning, the part-time learner is the one who initiates most of the activities leading to training activities for himself/herself and for others. A tradition of certain types of program offerings based on historical data and marketed through pamphlet promotion and distribution is primarily responsible for the largest participation of part-time students.

The New Brunswick Community Colleges with their managers being responsible for both part-time and full-time students are now becoming more aware of the needs of the population in general. The Training Consultant is also assisting the colleges in marketing their services as well as identifying training needs.

2. Working Conditions and Traditions amongst Instructional Staff

The new collective agreement contains a clause which identifies pay differential for those who are instructing during hours other than between 8:00 a.m. and 5:00 p.m. This is a step forward in the scheduling of classes at times when part-time students are most likely available for classes. This will allow for integration of both part-time and full-time students.

OUTAOUAIS COLLEGE

Institutional Profile

Outaouais College attempts to meet the educational needs coming from the four corners of Outaouais: the Haute-Gatineau, Pontiac, Deux Vallées and the metropolitan area of Gatineau-Hull-Aylmer.

The College de L'Outaouais is characterized by the specificity of its two clientele: approximately 3500 young full-time students ranging in age from 17 to 21 years and an adult clientele which totals nearly 6000 part-time and nearly 300 full-time students whose ages vary from 18 to 65 years.

Administrative Structure

Outaouais College has entrusted the mandate of adult education to the Adult Education Service (AES). This service is divided into two interrelated sections: educational management and administrative management under the direction of a coordinator.

The educational team is divided into four sections:

- 1) general education and community services;
- 2) physical and administrative techniques;
- 3) biological and human techniques and educational and professional integration;
- 4) individualized education.

The administrative team is divided into three sections:

- 1) administrative support in the offices;
- 2) secretarial staff;
- 3) technical support.

The Part-Time Learner

The part-time learner is:

- a person engaged, as a general rule in the job market, or whose socio-economic function is other than that of a student;
- generally 21 years or older;
- returning to studies without having completed the education normally required for the studies he/she is starting;
- making a return to studies after an interruption of several years (2 years and more);
- interrupting his/her studies for a certain time to profit from other activities;
- considered part-time in the AES if he/she has 12 hours or less in courses per week. (given by the AES, usually in the evenings or on weekends).

The Assessment

In the spring of 1987, a working committee composed of the Co-ordinator of the AES, a representative of MESS (Ministère de l'enseignement de supérieur sciences), and the project leader (who was a student at the University of Quebec in Hull, and an Educational Counsellor in Adult Education), was set up. This committee prepared a plan of action and proposed a time frame which would allow for the identification of the institutional barriers, the placement of correction measures, and the measurement of change over the short term.

Once the workplan was defined, the committee decided to distribute a survey that had been designed by College Edouard-Montpetit. Naturally, we adapted the material to suit our needs. The document was presented in the form of a questionnaire divided into four sections: the first section touching questions of a personal nature; the second section relating to the student's school file; the third revolving around the utilization and evaluation of educational activities as well as the services offered by the College; the fourth part attempting to identify the needs and expectations of the part-time students enrolled in education activities of the AES at Outaouais.

The analysis of the results permitted us to divide the institutional barriers into four categories:

- 1) access to a college educational diploma
- 2) reception of clientele

- 3) information to clientele
- 4) promotion of educational activities

Project Results

The results were incorporated into the AES' departmental objectives. A list of realistic expiry dates accompanied our strategies in order that we evaluate the impact of the correctives taken between September 1988 and September 1989.

A single example of a positive change has been the design and distribution of an information booklet which outlines and describes the major functions and key positions of the AES. Each student who registers in a program receives the booklet on his or her first day of class. The change addresses the 'informational' barrier identified in the survey.

Beyond presenting our findings to the Board of Governors in October 1988 (following the Barriers Workshop) we will be evaluating our progress to date at our annual professional development sessions to be held in June of 1989. The elimination of barriers has become an on-going process at Outaouais College.

RED RIVER COMMUNITY COLLEGE

Institutional Profile

Red River Community College's main campus is located in Winnipeg, Manitoba, a city of approximately 625,000 people. The college also operates Regional Centres in the communities of Portage La Prairie, Selkirk and Winkler in addition to a number of urban and rural off-campus locations.

Reporting to the Assistant Deputy Minister of Education (Postsecondary Adult and Continuing Education Division), Red River Community College delivers a comprehensive program of technical, vocational and career education to meet the needs of adult Manitobans and the Manitoba labour market.

Student Enrollment

Full-Time Students	11,211	Part-Time Students	19,800
--------------------	--------	--------------------	--------

Administrative Structure

The Extension Services Division of the College has primary responsibility for the part-time learner market. On an annual basis, the Division offers about 800 part-time credit and non-credit courses to approximately 20,000 adult learners. It is managed by seven FTE administrative staff at the main campus of Red River Community College. The Distance Education Division, which works closely with Extension Services, is responsible for the management of three major regional centres and delivers courses via correspondence, television, teleconference, as well as regular classroom courses.

Part-time students taking courses during the day are registered through the College's Admissions Office.

The Extension Services Division is an independent continuing education operation responsible for part-time learning activities in the evening and Saturday mornings. It manages its own budget, advertising, student and staff recruitment, registration and student records. It works closely with the Distance Education Division with respect to the delivery of courses in the region and with campus academics with regard to course/program development and articulation.

The Part-Time Learner

A learner unit that is 6 hours/week or less in length.

The Working Group

Faculty Member, Industrial Math & Science; Dean, Extension Services; Vice-President, College Development and Extension Services; President.

The Assessment

In a general survey of part-time learners, eight factors were identified as barriers to part-time learning. Three have been dealt with; two are difficult to solve (lack of time and living too far away) and three others will hopefully be resolved in the near future (information on courses, flexible scheduling and financial factors).

The College undertook to remove three major barriers to part-time learning: counselling services, day care services and articulation of extension courses within the day program. Significant progress has been achieved on removing two of the barriers while the provision of day care services in the future is still being studied.

Project Results

Barriers to Part-Time Learning and Strategies for removal:

1. Provision of Counselling Services in Region

During the past three years, Red River Community College established Regional Centres in Portage-La-Prairie, Winkler and Selkirk to provide college programs and services to the adult learners of these and neighboring communities. As the centres grew, the demand for academic and career counselling services increased significantly.

In response to that demand, the college weighed a number of options but settled on providing counselling services to the region on a rotational basis by staff from the Counselling Department.

The advantages of the solution are three fold: it enabled existing staff (primarily responsible for day student counselling) to share their expertise with another client group - part-time learners in the region; it enabled part-time learners in the region to obtain the best possible counselling advice on academic, career, financial and/or personal matters which would be the same for full and part-time students; finally, it was cost effective in that additional help was not required. It provided the counselling staff the opportunity to visit the centres, meet adult learners and understand the particular needs of adult learners in the region.

2. Provision of Day Care Services

Numerous adult learners expressed a need for day care services in the evenings and on Saturday. The college conducted a survey amongst its part-time students to determine the feasibility of offering such a service. Results from the survey indicated reasonable need and interest in day care. A pilot project to provide day care services to part-time learners was implemented. When the students were informed of this new practice, the actual numbers who registered did not meet expectations. Perceived needs and interest did not appear to equate with real needs for day care services among this registered part-time student group. After one semester of services, the pilot project was cancelled and an evaluation undertaken - the results are now being evaluated. The future provision of day care services to part-time learners will depend on the evaluation results.

3. Articulation of Extension Courses with Day Program:

Articulation of extension courses with day programs was a significant issue to numerous part-time learners. Although the college was making strides in that direction, it appeared that more could be achieved. The College therefore struck an ad hoc committee to study the problem, to recommend solutions, and to develop an appropriate action plan. The plan called for an effective accreditation process particularly for regional courses for the conversation and availability (on an annual basis) of at least one day program to an extension mode, and for the development and availability of more credit certificate programs through extension. During the past academic year, the college responded by developing and making one major day program and six new credit certificate programs available through the Extension Services Division.

CÉGEP DE SAINT-HYACINTHE

3000, rue bouellé
Saint-Hyacinthe, Qué.
J2S 1H9

June 29, 1988

Monsieur Charles Bourgeois
Directeur du Service de l'éducation des adultes
Collège Edouard-Montpetit 945, Chemin de Chambly
Longueuil, Qué.
J4H 3M6

Dear Sir:

Please excuse the delay in answering your request for information regarding institutional barriers to part-time students.

I must inform you, much to our regret, that we cannot meet the deadline stipulated in the initial project and that we will not be able to respond to your inquiry before October 20, 1988 to communicate to you the results of the findings undertaken in our college on this subject.

In effect, the strategy adopted by our college was already, subjected to a thorough scientific gathering of relevant data in regard to our target group.

This gathering of information was to be done by means of completing an authentic survey of our adult students and realistically, should have been completed by mid-March 1988. The results should have been analyzed by the end of June and the first corrective steps, if any, should have been implemented by the beginning of the 1988 fall session.

Unfortunately, specific circumstances in our college operation have led to postponement by a semester.

It has now been officially decided that the questionnaire will be completed during the week of October 17-21, 1988; the results compiled and analyzed before November 30; appropriate implementation taken at the beginning of the winter session 1989; and the evaluation of the project completed by the end of April 1989.

Be assured that I personally regret that our college could not meet the deadline stipulated, but I assure you that our college's participation in the project has nonetheless served as a spark to an internal survey which should provide interesting repercussions for our adult part-time student body.

I remain,

Yours very truly,

Serge Cloutier
Coordinator, Continuing Education

CÉGEP DE SAINT-LAURENT

Institutional Profile

Cégep de Saint-Laurent, located in Ville Saint-Laurent serves the region of Montreal and all its suburbs.

Student Enrollment

Full-time students - in adult education	219	Special category courses:	
in regular education	3464	applied to professional education	314
Part-time students - in adult education	105	specialized training through business	773
credit courses/programs	1793		
popular courses	79		
professional courses	119		

Administrative Structure

Part-time, such as it is understood at Cégep de Saint-Laurent, concerns for all practical purposes, the adult student. It is therefore the responsibility of the adult education service to meet the needs of the individuals who wish to study part-time. This is done by using their own appropriate techniques as well as gaining inspiration from the regular education programming.

The Part-Time Learner

All persons whose main purpose is not to study at a regular time, and who take courses following a timetable other than that of regular education.

The Working Group

Coordinator of the Adult Education Services; Education Counsellor responsible for professional education Adult Education Service; Orientation Counsellor and Education Aid - Adult Education Service.

The Assessment

The barriers were identified as being of two kinds:

- 1) some procedural problems or diverse technicalities which we have called "irritants",
- 2) some more fundamental problems which we have called "institutional barriers".

Initially we had identified one or two barriers in each category and our objective was to have a solution as early as the fall term of 1987. However, during the year other "barriers" have been identified. Certain ones have been resolved; others will be resolved during the course of the year. For the purpose of the meeting the project objectives, we have provided a brief account of the barrier (s) and our strategies to remove them.

PROJECT RESULTS

1. Educational support

In the regular training program, teachers must ensure a certain availability and as a result, students have some guaranteed support at their disposal; they can easily meet with the professor to get supplementary help should they need it.

In the case of adult education where the student is left on his own, professors do not have to ensure any availability. If there are any who agree to give of their time, it is generally during "normal" work hours, which is not always convenient for the person concerned.

To help adult students in their studies, we have put monitors at their disposal for certain courses where the "practical" aspect is considered important.

These monitors have been present at the college on certain evenings following a timetable compatible with that of the students concerned. Their job is to give to those who ask, the information or explanation necessary to help the students in their work (without doing it for them!) as well as helping them make the necessary adaptations so that their training will aid them in practical and concrete ways in their work or life environment.

Below are some numbers which illustrate the results of the experiences:

Fall 1987:	126 enrollments in 210 group hours
Winter 1988:	188 enrollments in 450 group hours.

2. An office for adult education teacher

The student who wishes to meet with his professor outside course hours encounters certain difficulties as the professor in question is not a part of the regular teaching body of the college. In effect, where could they meet when the professor has no office?

To resolve this problem, an office has been specially designated for adult education teachers so that a student may meet his professor in an environment conducive to debate and discussion.

3. The Recognition of Experience and Modularized Training

We began experimenting in 1987-88 with some instruments developed in 1987-88 to recognize experience in mathematics. This resulted in some positive results for about 15 students who were granted credit for education received outside the college network.

But for about 15 others a problem existed; their out-of-school education did not cover all the material of the program, thus preventing us from granting the credits they asked for.

To solve this problem we organized "modular education" in mathematics in May and June of 1988. To do this, the material was cut into several "modules". The student completed work of the "modules" he had missed, within a special timetable designed to be flexible and adapted to the student's needs. This allowed him to obtain the education and credits without having to repeat the entire course.

ST. LAWRENCE COLLEGE SAINT-LAURENT

Institutional Profile

St. Lawrence College Saint-Laurent is one of 22 colleges of Applied Arts and Technology in the Province of Ontario. It's three main campuses are located in Brockville, Cornwall and Kingston. St. Lawrence College Saint-Laurent also operates satellite campuses in Gananoque, Prescott and Kemptonville.

Student Enrollment

Full-time Students:	3,811 (Actual)
Part-time Students: (Registrations)	
Credit courses and programs	23,174
Non-credit courses	2,524

Administrative Structure

All program delivery departments have responsibility for delivery of programming in their respective areas. Recent organizational changes have strengthened campus coordination and leadership for such programming by the creation of management positions dedicated to this in both our Kingston and Cornwall campuses.

The Part-Time Learner

Part-time learners are those individuals who wish to continue their education concurrent with fulfilling other primary responsibilities (employment, family responsibilities, etc.) thus voluntarily carrying a course load less than that required to be eligible for financial support through the Canada Student Loan program or equivalent.

The Assessment

St. Lawrence identified barriers to part-time learning through three major initiatives:

1. Our Academic Council struck a task force, consisting of one part-time student, one full-time staff member, one part-time academic staff member and other interested parties from each campus.
2. Our Fall Board workshop in 1987 focussed on part-time learning thereby familiarizing Board members with some of the challenges we face in part-time learning.
3. Our President conducted an audit of our activity in part-time education in all college programs.

Questions related to policy, governance, and the barriers themselves were addressed by the Committee.

Policy: Are existing policies as sensitive to the needs of the part-time learner as to the full-time learner? Specific policy areas should be examined as they relate to part-time learners, i.e. the definition of a part-time learner, academic awards, program changes and mix, grading.

Governance: Are existing structures providing sufficient representation for part-time learners? i.e. serving the needs of part-time learners either through membership or focus of discussion, or both.

Barriers: What existing barriers at St. Lawrence prevent part-time learners from full and equal participation as members of our College? Specific areas to be studied should include: flexibility of program and course schedules and delivery; availability of support and ancillary services; availability and suitability of facilities; communication with part-time learners; sufficient and timely information.

Apparent in the President's audit were many barriers that restrict part-time learners from enjoying the same level of access as our full-time students now enjoy. The most common and largest barrier to overcome is TIME-TABLING. To a great extent we are still very much organized to provide services in a traditional classroom manner and in a traditional time slot during the day.

PROJECT RESULTS

Our College has made significant progress in addressing the barriers. Our Community Learning Centre at our Kingston Campus offers an expanding range of programs in Business and Technology in formats and times that are very flexible and accessible to many different part-time learners. Our Cornwall Campus has structured many of its trades programs so that the part-time learner can progress through the theory components at their own time and pace and attend open laboratory times at their own convenience. Some of our Cornwall technology programs are now being offered in 8 week blocs making it easier for the part-timer to attend shorter periods of instruction.

By being part of this project we will benefit from the shared experiences of Colleges across our nation. Collectively we will remove a considerable number of barriers for part-time learners. At St. Lawrence greater attention is being paid to the needs of part-time students. We are identifying ways to better serve the needs of part-time students and we have a commitment from the top - down to make it work.

SAULT COLLEGE

Institutional Profile

Located in Sault Ste. Marie, Ontario with campuses in Wawa, Chapleau, Elliott Lake and Blind River, the Sault College of Applied Arts and Technology exists to meet the educational needs of adults in the District of Algoma through formal educational experience that provides them with the knowledge and skill to participate effectively in the socio-economic fabric of society.

These needs are met through a variety of career-oriented programs and courses at the Certificate, Diploma, Post-Diploma and General Interest levels.

Student Enrollment

Sault College serves approximately 1,300 full-time postsecondary students; 1,200 full-time adult training students and 8,000 part-time students.

Part-time students enrolled in credit courses represent about 5,000 of the total 8,000 enrolled. The remainder are involved in non-credit studies.

Administrative Structure

The Continuing Education department (Sault Campus) and the satellite campuses north and east carry the largest volume of part-time learning activity and are perceived to be the primary service providers for part-time learners. Other postsecondary departments have part-time learner populations within traditional day programs. Institutional responsibility for serving the part-time learner then rests with each department subject to the demand for service.

The Continuing Education department also maintains an administrative unit which provides service in evening hours with respect to various technical support services. It also handles all hiring documentation and advertising and promotions functions.

The Assessment

In participating in the Barriers Project, Sault College established a task force to provide guidance and direction to the Continuing Education department originally assigned responsibility for the project. Membership of this task force included: Chairperson, Continuing Education/Industrial Liaison; Special Project Coordinator, Continuing Education/Industrial Liaison; Counsellor; Registrar; Coordinator, Learning Assistance Centre; Manager, Futures; Manager, Continuing Education; Manager, Marketing/Placement.

In October, 1987, a survey of selected evening courses was conducted in order to identify opportunities for improvement to services provided for part-time learners. The results of this survey (which involved approximately 400 respondents) indicated that a substantial majority of those surveyed were satisfied with the services at the college. At the same time certain barriers to part-time learners were identified. These included:

1. Information available to part-time learners when making course selections was seen to be insufficient. Greater detail as to course content was desired.
2. Distribution and review of course outlines during first class session was not universal.
3. External lighting in college parking areas was deemed inadequate.
4. Coffee shop facilities were deemed too crowded.
5. Bookstore hours were deemed to be too restrictive.

In February, 1988, a further, more detailed survey of part-time learners was conducted. Approximately 1,200 respondents completed a detailed questionnaire (see Appendix E in the full report) covering all facets of college programs and services. These respondents were primarily evening students. A small sample of part-time day students was included. As a result of a further investigation, certain barriers were again identified. (see Appendix F). Some of the barriers identified included:

1. the need for registration-by-telephone services
2. the need for more assistance and information in making course selections
3. the need for study skills assistance
4. the need for improved internal signage.

In addition to these barriers being identified, another trend was revealed. Part-time learners do not participate in institutional life beyond the specific instructional contact hours of their program of

studies. They do not desire any greater involvement than presently experienced. From this we concluded that there is not support for a part-time student's association and related activities.

PROJECT RESULTS

Having conducted the two investigations during the 87/88 academic year we can report on a variety of actions taken and those that are planned for the future.

Barrier	Strategies	Action
1. Insufficient detailed course information available when making course selection	Increase available course information at all student reception points	Master course outline binders prepared and installed in registrar's office, front foyer and all cont. education offices (winter 1988)
	Improve accessibility consultation and counselling services available to p-t learners	Establish phone contact agreements with all faculty involved (fall 1988)
		Increase C.E. departmental secretary's knowledge of program info. (fall 1988)
2. Lack of full distribution & review of course outlines	Ensure universal distribution and review	Program Mgr's ensure all new instructors prepare course outline for reproduction for 1st night class (winter 1988)
		C.E. admin. unit to reinforce faculty responsibility during hiring documentation process (winter 1988)
3. Insufficient external lighting	Improve lighting	All external lighting in college parking lots -repaired and/or upgrade (winter 1988)
4. Crowded coffee shop	Improved crowded conditions	Utilize cafeteria instead of coffeshop (winter 1988)
5. Limited bookstore	Increase hours of service	Extended hours of service negotiated for peak periods (winter 1988)
6. Lack of telephone registration	Implement telephone registration	Negotiated telephone registration service commitment with admissions office (to be in effect Jan. 89)
7. Weak study skills	Provide study skills assistance	Free study skills group sessions to be offered each semester (fall 1988)
8. Limited internal signage	Enhance internal signage	Negotiate increased internal signage with physical resources group (fall 1988)

In addition to the steps taken to respond to specific barriers identified to date, we are exploring a variety of means by which we can enhance the institution's program response to part-time learners. Joint ventures between Continuing Education and postsecondary departments college-wide program development funds, and distance education developments are some of the initiatives currently being pursued. It is our view that the part-time student population represents a significant factor in the future of our college. Through these and other initiatives we are committed to enhancing accessibility and support for the part-time learners of today and of the future.

SENECA COLLEGE

Institutional Profile

Seneca College of Applied Arts and Technology is one of twenty-two colleges created in Ontario in the late 1960s. The College is located in North York and York Region. North York is one of the six municipalities forming Metropolitan Toronto. Its population is approximately 500,000 out of a Metropolitan Toronto total of 2,200,000. York Region extends from Metropolitan Toronto to Lake Simcoe and covers 663.66 square miles. The York Region population of 386,103 is a mixture of urban, suburban and rural residents. Seneca College attracts students from North York and York Region as well as from the remainder of Metropolitan Toronto and adjacent municipalities.

The college's main campus is the Newnham Campus, situated in North York at 1750 Finch Avenue East, North York, Ontario M2J 2X5. The Newnham Campus is the administrative centre of the college as well as the location for approximately half of the full-time students at Seneca College. Other full-time students study at eight North York campuses and two York Region campuses.

Student Enrollment

Full-time registration:	10,960
Part-time registration:	
(credit) Continuing Education	29,355
Individualized Learning	3,780
Health Sciences	2,000
(non-credit) Continuing Education	16,992
Physical Education & Recreation	5,500
Health Sciences	500
Business & Industrial Training	5,300
	(fee paying)

The Administrative Structure

The **Continuing Education Division** (CED) serves adults who enrol individually in part-time studies. It offers credit (i.e. government funded) studies leading to diplomas and certificates and non-credit programs which may be career related or recreational. CED also offers children's programs, particularly summer camps and Saturday morning programs.

The **Centre for Individualized Learning** (CIL) is located at the Sheppard and Yorkdale Campuses. It offers to full-time students individualized, self-paced diploma programs. CIL also has a mandate to serve part-time students who wish to study towards diplomas or certificates using this mode of learning. Students may combine CED (i.e. classroom) and CIL (i.e. individualized learning) subjects in their credit studies.

The **Health Sciences Division** (Leslie Campus) offers nursing, dentistry and related programs. In addition, this division has a mandate to offer credit and noncredit programs to health professionals who work in positions which are subject to provincial legislation.

The **Physical Education and Recreation Division** (PEAR) offers full-time diploma studies based in its recreational facilities. In addition, PEAR has a mandate to offer non-credit part-time studies to children. These sports and recreation-related programs include summer sports camps.

The **Business and Industrial Training Division** (BIT) is responsible for Ontario Training Strategy Programs, including administration of the Ontario Skills Development Offices located in North York, Markham, Newmarket and Vaughan. BIT is also responsible for fee-paying programs, for specific association-related programs (e.g. Real Estate) and for the Conference Centre which offers seminars and conference services.

The Part-Time Learner

For the project at Seneca College, "part-time" was determined to be the Continuing Education student, 19 years of age or over, studying credit, non-credit (career, vocational and general interest) courses.

The Continuing Education student registers for courses on a semester basis. There are 3 semesters per year. Courses vary in length depending upon the category of course, credit versus non-credit. Classes are held day (from 4:30 p.m.), evening or weekend.

The Working Group

At Seneca considerable work has been done on a continual basis in the identification, reduction and

elimination of institutional barriers to Continuing Education students. It was felt that it would be far more effective to work through existing personnel, departments and working committee structures rather than establish yet another committee.

The chairperson of Academic Upgrading, Business and Applied Arts Studies, Continuing Education Division, was appointed the Principal Investigator under the direction of the Dean of Continuing Education.

As well, work on the Barriers Project has involved consultation, planning and development with many College staff, departments and committees.

The Assessment

Continuing Education at Seneca has experienced continued enrollment increases over recent years. The demand for specific programs continues to surpass the availability of space in which to offer them. Despite enrollment success, the problems surrounding access to information continue to persist. A decision was made to make the self-study Barriers Project concentrate on simplifying the barrier of access to information for the Continuing Education student.

The objective of our self-study was:

- to make it easier for part-time Continuing Education students, and prospective students, to obtain course information to include:
 - course offerings
 - dates, times, locations, fees
 - relevant admission, registration,
 - certificate and diploma requirements
- to encourage and simplify access to program and/or career counselling
- and, where possible, to simplify the registration process in order to reduce lengthy lineups and telephone waits.

Focus of study:

In 1987, a working group was established to review existing telephone equipment and services across the College. Both external studies by Bell Canada and internal studies and surveys were done by the Computer Service Department of the College.

Course Information Service is offered to our students to obtain course information and for Continuing Education students to register by telephone as well. The number of students who register for Continuing Education classes is approximately one-third of the total registration received per semester. This is a very cost effective means of registering these students and provides excellent marketing for this area.

However, this service is severely restricted by the limited number of telephone stations available to handle the high volume of calls. This is evident by the number of hang-ups recorded per day.

Based on the need to improve current services, a number of recommendations are presently being considered.

In particular, consideration is being given to the purchase of a computerized telephone information/-registration system. Such a system would increase the number of telephone stations without increasing staffing requirements.

This system has the capability of providing 40 hours of taped course information. In addition, returning Seneca Continuing Education students could register by telephone by accessing the computerized registration system.

While this consideration appears to be a viable solution on the surface, a complete needs analysis is required prior to any purchase decision. Several questions remain unanswered:

- How would the computerized telephone system interface with the College mainframe computer?
- What man hours would be required to program, develop and install such a system?
- Who would be responsible for maintaining current, up-to-date information on a daily basis?

This proposal is before the Information Systems Advisory Committee for further study.

A joint group of staff from the Marketing and Promotion Department, Continuing Education Division, and the Telephone Information and Registration Services, Academic Information and Systems Department, worked together in the Fall semester, 1987, to identify ways in which the program/mar-

keting areas of Continuing Education could address and rectify some of the volume experienced by the Telephone Services area by more effective action.

Specific problems were identified in four categories:

- (a) Calendar Information
- (b) Registration Process
- (c) College Services
- (d) Phone Room Specific

Appendix 1 in the full report presents Telephone Registration: Problem/Action Analysis. It displays the above categories plus specific problems identified within the individual category and the area responsible for action to eliminate/reduce the problem.

In summary, twenty-seven recommendations were made for calendar improvements. Many changes were introduced by the Marketing and Promotion Department to the Summer 1988 Part Time Studies Publication.

The information collected by this working group was shared with departments in the Continuing Education Division. As a result, many improvements at a departmental level have been acted upon.

Divisional Marketing and Promotion staff will continue to meet on a semester basis with Telephone Information and Registration Services staff to share concerns and strive for continued improvement.

The formation of a Semester Start Up Committee, composed of members from the Continuing Education Division and the Academic Information and System Department was introduced in the Winter 1988 semester to further identify start up problems and to suggest appropriate action(s). See Appendix II for Start Up Committee Report.

Project Results

Improvements made in the Summer 1988 Part-Time Studies Calendar have resulted in positive feedback particularly from telephone information and registration service staff who rely regularly on this vital working document.

Suggestions made by the Start Up Committee (Appendix II of the full report) were implemented where possible through the Summer 88 start-up period. Noticeable improvements related to those suggested were observed particularly in areas related to room allocation.

Improvements can only be measured through ongoing communication between departments and working committees. Goals and objectives established to reduce institutional barriers must be realistic and attainable. We must not attempt to change too much at one time.

CÉGEP DE SEPT-ÎLES

Institutional Profile

Situated on the northern coast of the Gulf of St. Lawrence, Sept-Îles is the most northern college of Quebec. It serves a vast area representing 16% of the land mass of Quebec, but accounts for only 7% of its population, (59,000).

Bordered on the southeast by a 900 km. seaboard and to the north by Labrador and the northern extremities of Quebec, the territory is immense. A good part of its population is not connected by highways.

The territory of the College is defined as being the region of the coast between Pointe-aux-Anglais and Blanc-Sablon, including Ile Anticosti and the cities of Nord-Est Quebecois.

The main services offered by the college to its clientele are:

- general and professional education at the college level;
- specialized training (individualized programming);
- supplementary education at the college level;
- business management aid;
- outreach programs;
- support services to education;
- educational and professional information and orientation;
- services of personal aid;
- other services (housing, transportation, etc.)

Student Enrollment

The College clientele are served by these areas:

- 1) regular programs
- 2) adult education
- 3) special programs (natives, anglophones, etc.)

In the regular programs, the number of students reached its highest point in 1985-86. Since then, it has diminished each year to be, in 1988-89, slightly above 700 students.

Presently around 1500 people are enrolled in one or more courses offered by the adult education service.

Administrative Structure

The Adult Education Service is responsible for part-time education of adult students. Services to the student at the administrative level, the educational level, and the student services level are all the responsibility of the AES. When the college dispenses the same courses to the regular sector as those given through the AES, we establish different mechanisms for meeting with professors of regular education. When for diverse reasons, we must present a program which is not authorized in the regular program, we establish an agreement with a college authorized to give it.

The Part-Time Learner

At the college, an adult enrolled in part-time studies is defined as being a person 18 years of age or over who has been out of school for at least a year.

Part-Time signifies that a person studies less than 180 hours per session. He or she may take 2 or 3 courses per session on the condition that the total does not surpass 180 hours.

At the college, 80% of the students enrolled in part-time studies take one course per session, 15% follow 2, and 5% have 3.

As a rule, courses are held in the evening or on weekends. Part-time studies may or may not be credit courses.

The Assessment

At the moment of initiating this research activity, we agreed to take the following steps:

- (1) to name a person in charge of the research (the co-ordinator of the adult education service)
- (2) to form an orientation or working committee
- (3) to identify the institutional barriers to part-time education
- (4) to remove the most significant barriers
- (5) to consult the adult clientele
- (6) to apply the solutions
- (7) to evaluate the operation and the spin-off.

In the spring of 1987 a working committee composed of the following people was formed:

- Director of Educational Services
- Assistant to the Director of Educational Services
- Director of Student Services
- Educational Counsellor for Adult Education
- Co-ordinator of the Adult Education Service

The members of the committee agreed to carry out an initial research and, if there was good reason, to subsequently appoint others, who, by the nature of their responsibilities could diminish or eliminate certain institutional barriers to part-time studies. During the term of our research it turned out that the working committee was able to lift certain institutional barriers without augmenting the committee.

From the literature received and from our knowledge of the environment, we identified 18 variables and 85 sensitive indicators that constitute barriers to part-time education. Annex I of the complete report gives a description of these variables and some inventoried indicators.

In the second stage, the committee carried out an evaluation of each indicator. This evaluation depended on the perceptions and real-life experiences of the members.

A closer examination of the indicators allowed us to place them in (2) categories: those which relate to the administration of the service or college, and those which necessitate a consultation with the clientele.

It is possible that the barriers identified by the college are not actually seen as barriers to the adult client. Some barriers may have been missed completely. We verified with a part of our clientele whether the following indicators were truly institutional barriers to part-time education.

Adjoined to Annex II of the complete report is the questionnaire which was administered to the clientele as well as the compilation of results. As this was done in terms of geographic distribution, age or percentage, we consider our sampling representative of the adult clientele we serve.

At the completion of this research activity, we outline the barriers retained by the committee and the actions we have undertaken to eliminate or diminish them. A comprehensive list of strategies and successes are outlined in our complete report; a few are outlined below.

PROJECT RESULTS

Barrier:

The college must take into account more and more the experiences of the adult at the time of his/her admission to the college.

Action taken:

The work carried out by the college in the domain of the recognition of experiences allows us to remove the barrier presently in the following programs: accounting, office management and American-Indian procedures.

We also recognize courses followed at the university level when the person has not received a university diploma for the courses taken.

Results:

We estimate that the recognition of experiences will allow about 50 people per year to discover some cohesion at the college level and subsequently pursue their college studies.

Barrier:

The college must count on qualified and competent personnel to carry out the operations of specialized education.

Problem:

Some special skills and competencies are needed by intervenors (executives, professionals, educators) in the field of specialized education. Absence of these constitutes an important block to part-time studies in this field.

Actions undertaken:

Some education sessions have been organized for the benefit of personnel called to intervene the domain of specialized education. A regular follow-up and constant evaluation of the operations also permits us to improve our achievements constantly.

Results:

About 10 operations in specialized education have been conducted in 1987/88 in the following domains: management of human resources, electrotechnics, computer science and entrepreneurship. These sessions have been given to about 145 people.

Barrier:

Adequate information concerning courses and programs is liable to interest a greater number of adults to enroll in part-time courses.

Problem:

We had a tendency only to announce the title of the course and other summary details (length, cost, day) in our publicity.

Actions undertaken:

Beginning with the fall session of 1988, our publicity will clearly identify:

- the programs we provide;
- the courses which are a part of these programs;
- courses which are a part of these programs and which are given in the fall or winter;
- the course description and any prerequisites;
- the prospects on the job market from such a program.

Conclusion

Although we have not identified all the institutional barriers to part-time education, this research activity has permitted us to explore a multitude of variables, which, at the starting point, could constitute institutional barriers. We believe it is timely to indicate that at College de Sept-Iles we have had a long practice of institutional analysis and over the years a number of barriers have been eliminated or at least minimized.

We believe that the steps taken in administering this analysis has permitted us to improve the accessibility of adults to part-time education.

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY

Institutional Profile

Southern Alberta Institute of Technology (SAIT) is located in Calgary, a city of 650,000 people. SAIT was established in 1916 and is the oldest technical institute in Canada.

Student Enrollment

Full-time students - 5400 full-time
- 3054 full-time apprentice
- 1182 journeyman updating

Part-time students

i) credit courses or programs	8165
ii) non credit courses	7578
iii) other categories	12238

Administrative Structure

Continuing Education - responsible for extending SAIT's credit and non-credit learning experiences to urban and rural Albertans in response to the upgrading, retraining, credit and general interest needs of the adult part-time learner.

Extension Services - responsible for administration of Federal/Provincial sponsored manpower training programs, education for Indians and incarcerated Albertans.

Business & Industry - responsible for the department of Customized Programs tailored to meet the needs of local industries.

Each department is responsible for the planning, organization and management of administrative and logistical aspects of course implementation. They work closely with SAIT's academic departments who provide the instructional guidance and expertise related to course content, delivery and evaluation.

The Part-Time Learner

Any student enrolled in a fully cost recoverable SAIT learning experience.

The Working Group

Manager, Continuing Education; Manager, Institutional Analysis & Planning; Manager, Student Counselling & Employment; Director, Student Services; Registrar; Manager, Marketing; Associate Vice-President, Curriculum & Institutes; Co-ordinator, Learning Skills Centre; Instructor, Career Communications; Supervisor of Counselling; Instructors; Associate Vice President; Counselling Services; Counsellor.

The Assessment

Both the two year Diploma program and Continuing Education programs presented major obstacles to Part-time students wanting a substantial level of training and education or specifically wanting a SAIT Business Diploma.

Several major barriers stood in the way of students who wanted to earn a Diploma on a part-time basis:

- I. **Program Design & Communication** Diploma programs were designed to be two years in length. While students were able to complete them over longer periods of time that option was not evident in the program design, or in the communication to potential students. The expectation of students entering programs was that they would complete a full course load each quarter and the program after six quarters.
- II. **Course Sequencing** Courses were sequenced so that they were only offered in one of three quarters during an academic year. This made it difficult or impossible for part-time students to get the courses they needed at the right time.
- III. **Course Scheduling** Diploma track courses were scheduled between 8:00 a.m. and 4:00 p.m. Monday through Friday creating time conflicts for part-time students who had other daytime

commitments. In many cases, courses were also scheduled one hour per day five days per week requiring the student to make a five day commitment for each course taken. They were also scheduled at inconsistent times during the week making it difficult for students to arrange other commitments around them.

- IV. **Student Registration & Fee Systems** The systems in place were designed for students who would register for a whole program, attend for a whole year and pay one annual fee. These systems were adjusted manually for part-time students. There was not an efficient and clearly understood system in place which encouraged part-time registration.

Part-time students taking Continuing Education courses were restricted to evening time periods with the exception of a few courses offered Saturday mornings. Many of the course offerings were Diploma program equivalents but the numbers were limited. Without access to the full Diploma courses students could not progress beyond the certificate level.

In October 1987 a research questionnaire was conducted with students enrolled in Business evening programs. The results of the survey were significant in identifying unsatisfied needs of this group:

- 69% wanted courses which led to a SAIT Diploma
- 56% were willing to increase their course load to obtain a Diploma
- 20% were interested in taking Diploma track courses during the day on a part-time basis.

Project Results

A solution to the problems of part-time students is being implemented in two phases. Part of this solution has specifically been designed for part-time students. Other parts have been designed to deal with broader problems affecting all students but with equal focus on the needs of part-time students.

PHASE I - September 1988. New program design, registration, student fee, and course scheduling systems have been implemented.

- I. **Program Design** Course sequencing was replaced by student course selection with a wide variety of courses available in each of two semesters. Part-time students now have the flexibility to adjust their course loads each semester and control their own pace. They are required to complete all necessary courses within five years.
- II. **Course Scheduling** Courses are scheduled in the widest possible variety of times between 8:00 a.m. and 6:00 p.m. and whenever possible, they have been scheduled to commence at the same time each day. In most cases they are scheduled in time blocks greater than one hour and as a result run only two or three days per week. Part-time students have gained significant flexibility and convenience in planning their courses around other commitments.
- III. **Registration & Fee Design** New systems allow students to register in individual courses and pay fees pro-rated on the number of courses taken. This greatly facilitates processing of part-time students.

PHASE II - September 1989. At this time Diploma programs will go to an open day with courses offered from 8:00 a.m. to 10:00 p.m. It is also possible that courses will be offered on Saturday and during a third semester, run May through August. These changes would greatly increase part-time student accessibility to Diploma programs.

The impact of these changes on part-time student enrollments will not be felt until September 1989. All activities leading up to and including the implementation of Phase I (September 1988) concentrated on Business Department Diploma programs to 10% by September 1989.

VANCOUVER COMMUNITY COLLEGE

Institutional Profile

Vancouver Community College (V.C.C.) is the multi-campus urban community college located in the City of Vancouver. The College's mission is to ensure a full range of educational opportunities of high quality for all adults within its jurisdiction, in cooperation with other educational institutions and agencies, and to meet continuing and changing individual and societal needs within the context of a lifelong learning society.

Student Enrollment

At the end of October 1987, V.C.C. has 20,920 students. *Of these:

- 6,694 were enrolled full-time in credit programs being delivered in traditional or conventional ways.
- 1,255 were enrolled full-time in credit programs being delivered by some form of distance education.
- 11,297 were enrolled part-time in credit programs in the Arts & Sciences, English As A Second Language, Remedial, and Occupational Upgrade areas.
- 1,674 were enrolled part-time in non-credit recreational courses operated on a full cost-recovery basis.

Administrative Structure

V.C.C.'s delivery of instruction is handled through four instructional divisions:

- Langara Campus, which manages the Arts & Sciences and Career/Technical programs at the Langara Campus
- King Edward Campus, which manages the E.S.L., Remedial, and job-entry occupational training at the King Edward Campus.
- Vancouver Vocational Institute (V.V.I.) which manages the job-entry occupational training at the downtown V.V.I. campus and any components of that training for which there is part-time demand.
- Continuing Education, which manages primarily part-time occupational upgrade training for specific areas are not covered in the offerings of the other three instructional divisions, plus the recreational (non-credit) courses for which there is demand.

There are no special administrative structures for part-time learning. The scheduling and availability of part-time learning opportunities is the responsibility of all instructional centres, based on student demand and our ability to respond to that demand. V.C.C. is largely, a centre of part-time learning.

The Part-Time Learner

We choose to define "part-time" as learning opportunities which were designed to accommodate the **non-traditional** scheduling needs of students. Included in this concept of "part-time" are distance education and full continuous intake, as well as "less than full-time" students. By this definition, we found that over 65% of V.C.C.'s students are studying part-time. We decided to explore further the current state of our part-time learning opportunities before identifying specific barriers.

The Working Group

V.C.C.'s involvement in the Study of Barriers to Part-Time Students was handled by a college-wide committee of "volunteers". The Office of Institutional Research provided data support, and project coordination. The working group: Coordinator of Institutional Research; Division Chairman - Math/Science (Langara), Career (KEC), Industrial/Technical (WI), Associate Directors - Program Services (CE) & Admin. Services (CE), and Senior Program Coordinator (CE).

The Assessment

V.C.C.'s involvement in this project followed closely on the heels of our comprehensive self-study done as part of our quinquennial Institutional Evaluation. We decided to build on the results of that self-study, and other data which was readily available.

We found that:

Students at V.C.C. are more able to study part-time in some areas (such as job upgrading and E.S.L.) than they are in others (like "job-entry" programs).

At centres of the College where part-time opportunities are greatest, students are most likely to cite "convenient course times", as the major reason for enrolling, other factors are most important (such as course cost, closeness to home, or course uniqueness).

There has been a tremendous growth in C.E. revenues in the past few years. The experience of U.S. Colleges suggest that V.C.C. can expect continued revenue growth from part-time programming (particularly for upgrading and recreational courses).

Less than 6% of all of our students come to the College directly out of high school. The average age of V.C.C.'s students is 28 years. In short, we are serving an adult student population.

We next reviewed the barriers which students face at V.C.C. in their attempts to study part-time and found that:

There is a lack of campus "climate" for many part-time students (libraries are closed; counselling is closed; the buildings are inaccessible as doors are locked; cafeterias are closed). The same is true for part-time evening instructors (mail rooms are locked; general offices are closed; duplicating services are unavailable).

Space is not readily available. Demand for part-time daytime upgrading for shift workers cannot be accommodated if only "leftover" space is made available.

Scheduling **may** not be as convenient to students as it is to employees.

Financial aid is available for some part-timers, but not others.

Inter-divisional collaboration could be better. Some people perceive that the C.E. Division must struggle to get the space, program development, etc. which is needed to mount courses for which there is potential demand. Some also perceive that improved collaboration might help.

PROJECT RESULTS

These barriers were reviewed by the management committees of each of the four centres. The actions being taken by other Canadian and U.S. colleges to remove or reduce similar barriers were reviewed in these discussions. What emerged was a list of some inventive solutions V.C.C. has used to achieve its current high ratio of part-timers, and a list of additional actions we are studying or planning to take.

1. Credit for prior learning

At V.C.C. credit for experiential learning is available throughout the college for occupational programs operated uniquely within each of the Institutional Divisions (50% or more of the program must be taken at V.C.C. to qualify for the credential).

2. Lack of information for part-time students

A Student Services "fact sheet" is being prepared to familiarize older and part-time students with the available services to the college.

3. Increased sensitivity to part-time learner needs

V.C.C. has provided special training sessions for 'frontline' clerical staff to assist them in being particularly sensitive to the information and service needs of older students in a "user friendly" environment.

YUKON COLLEGE

Institutional Profile

Yukon College serves the entire Yukon Territory. It is the only postsecondary educational institution in the Territory serving a population of approximately 28,000. People reside in small, rural community pockets, mining towns, villages, and major town developments of which Dawson City is an example. Yukon College employs staff and provides Community Campus facilities in 13 locations outside of Whitehorse. Approximately 70% of the population resides in Whitehorse.

Yukon College Locations: Whitehorse, Burwash, Carcross, Carmacks, Dawson City, Faro, Haines Junction, Mayo, Old Crow, Pelly Crossing, Ross River, Teslin, Watson Lake, Skookum Jim's Friendship Centre, Whitehorse Correctional Centre.

Student Enrollment

Number of full-time students actual:	648
Number of part-time students	
i) in credit courses or programs:	1621
ii) in non-credit courses:	2513
iii) other special categories:	
Early Childhood Development	128
Adult Education	95

ADMINISTRATIVE STRUCTURE

Since April 1988:

The University Transfer Division is responsible for part-time learners enrolled in U.B.C. programs.

The Academic Development Division is responsible for part-time learners enrolled in Academic Upgrading and College Prep.

The Business and Applied Arts Division and Trades and Technology Division are responsible for "credit" part-time learners (students enrolled in programs that offer portability of credits)

Continuing Education in Whitehorse is responsible for all non-credit programs and courses.

Community Campus Instructors are responsible for all part-time learners coordinating these programs through Extensions and Continuing Education.

The process for entering, continuing in and completing courses is the same for both full-time and part-time students.

The Part-Time Learner

The part-time learner student body at Yukon College is composed of a variety of groups. These are described in the following three ways:

- I Individuals enrolled in 3, or fewer, courses (a course may be taken by attending a class, or by correspondence with tutoring provided by the College)
- II Individuals enrolled in programs that combine attendance at classes with tutoring and/or on-the-job training, where the classroom-provided component does not stand alone, but rather composes one part of a coordinated training plan.
- III Individuals who select parts of a course that specifically suit their needs of interests and enroll in the course as an auditing student.

The Working Committee

Director of Yukon College
Continuing Education
Coordinator, Community Campuses
Coordinator, Business & Applied Arts
Coordinator, Academic Development
Coordinator, University Transfer Program
Registrar

The Assessment

The participation by Yukon College in the Removal of Barriers Project proceeded very satisfactorily for a year, as an institutional self-study with a focus, namely the part-time learner. Then, in the Spring of 1988, the entire structural context for the College changed, as legislation to implement a Board of Governors was enacted. At the same time, the College physically moved to a larger, very attractive facility in Whitehorse. Together, these major changes in context imposed the need for a broad institutional self-study, including for example, a reorganization of personnel and resources. In other words, some of the structural conditions, rather than specific measures, that can improve access, have become the focal point of a great deal of energy in the past 7 months. The College is becoming an institution that is governed by 13 citizens representing a variety of interest groups and expertise. Their awareness of part-time learners' needs will influence the College priorities and directions, undoubtedly in favour of the part-time learner.

The Whitehorse facility now offers day-care operations on-site, which will alleviate one serious obstacle for students and staff.

Geographic obstacles are being addressed through Distance Education efforts that are gaining momentum with rising interest in delivering courses to Yukon College Community Campuses locations.

Albeit, this is a subjective assessment coming from Continuing Education and Extension Services. There are 11 satellite campuses operating at various stages of development outside of Whitehorse, as at the date of this report.

Other internal changes are occurring that are in the interests of the part-time learner. A notable increase in part-time course registrations in the Administrative Services program in the communities, for example, may be attributed partly to the fact that the learning materials are designed for individualized learning; having to organize a class of a minimal size for cost purposes is no longer an obstacle.

However, the increased access to Yukon College courses cannot be summarily attributed to internal factors. The Yukon College Report to the Barriers to Part-Time Learning Project speculated that a Yukon Indian Claims Agreement In Principle was possible before year end, and it was achieved. Band by Band agreements are under negotiation and Indian education and training has obtained a very real sense of urgency. The College is therefore, under real pressure to provide adult education to the

non-conventional in the words of Paul Gallagher¹. The Bands, their Corporations and other Indian organizations will have resources to purchase education and training elsewhere if the College cannot provide access, formats and instruction for a population that will need part-time learning opportunities. Given the Indian peoples' great Territory but small population, it must be understood that a majority of people feel that there's an opportunity for contributing to real achievements with the settlement and individuals want the skills and abilities to do so. Yukon college has consequently become a focal point of attention. Other sectors of the economy are presently strong and therefore, the general population, being employed, also requires education in part-time learning formats.

The pressure from the environment and the new framework for Yukon College operations represent significant achievements with the potential to improve access for part-time learners.

1. Paul Gallagher expressed this concept to the projects' workshop participants in October, 1988.

Published by Confederation College
of Applied Arts and Technology (1989)
Printed in Canada

For easy ordering of additional copies of **The Barriers Project**,
please send \$6.00 per copy to **The Bookstore, Confederation
College, P.O. Box 398, Thunder Bay, Ontario, P7C 4W1**.
Make cheque payable to Confederation College.